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ABSTRACT

The concept that each child has unique talents that can be developed through a school-based instructional program is the basis for the described project and accompanying guide book for teachers. A rationale for talent development and research findings on the topic are presented, as well as articles on multiple talent education and talent identification. Sample activities by talent areas and resulting student products are included. Talent areas emphasized are creativity, planning, communication, forecasting, and decision making. (JD)

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A Resource Guide to Multi-Talent Activities for Teachers Based Upon Experience With Middle School Students

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Edited by
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We wish to thank all the teachers for their participation in the inservice program and their willingness to contribute talent activities they have used in their classes to this publication. Unfortunately, we were only able to print a few of the many activities developed in each of the subject areas.

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INTRODUCTION

This book is a compilation of activities and student products that teachers in the Murray State University/Hopkinsville Middle School Teacher Corps Project developed during the two year funding period 1975-77. There are several Multi-Talent Activity booklets that have been developed by federal projects such as Talents Unlimited in Mobile, Alabama and the Bella Vista Project in the Jordan School District in Utah. These two projects and their publications have had nationwide impact on the Multi-Talent approach to education.

The uniqueness of this booklet lies in its middle school emphasis and the fact that the talent areas are designated by subjects commonly taught in the middle school. This guide book also provides examples of student products resulting from the developed activities which will be valuable for the person interested in talent development. This, we feel, will give the reader some idea of the type of work that can be expected from children when given these types of assignments.

Another feature of this guide book is a section dealing with the rationale for talent development, a sample unit, and some of the research findings of the Hopkinsville Middle School Teacher Corps Project. These help to validate the project's basic goal which was the identification of unique talents in every child and the maximizing of those talents.

We wish to express appreciation to the administration of Murray State University, Christian County School System, and the Hopkinsville Middle School, but particularly to the teachers who participated in the inservice program and who have shared with us a few of the hundreds of activities they developed in the project.

The Multi-Talent approach proved to be an exciting way of bringing about positive school rejuvination in the lives of students, administration, and faculty.

Jerome C. Hainsworth
Project Director

PROJECT OVERVIEW

The 10th Cycle Teacher Corps Project at Murray State University/Hopkinsville Middle School proposed to create a teacher-student learning situation which would identify and maximize divergent learning potentials and styles, with the goal that each child would be properly classified as "gifted." A substantial body of research, particularly that of Bloom, Thurston, Guilford, Taylor and Torrance, indicates that most children possess some specialized ability, of a high order, that the ability can be identified, and that the ability can be developed and maximized through appropriate teaching strategies.

The concept that each child does have unique talents was critical to the Murray State University Project, and necessitated a change, on the part of classroom teachers and administrators, in the basic assumptions and beliefs around which the school and its education program were organized. The presumptions that the typical student population would fit the classic bell curve of low to high achievers, with the vast majority of students being of "average" ability was replaced with a commitment to seek out and develop the unique talents possessed by each child. As Bloom notes, the consequences of teachers viewing students in this way are quite profound; impacting the ways in which the student and teacher interact as well as the instructional strategies used by the teacher in classroom teaching.[1]

The research basis for this project can be briefly summarized in the paragraphs which follow. In each instance, however, it must be noted that while the research indicates the existence of unique talents in the general population, the idea that these talents could be maximized through a school-based instructional program was basically hypothetical. The thrust of this project was to bring this idea to reality--to develop a school environment and the necessary processes and strategies to identify and maximize the unique talents possessed by each child.

1. Benjamin Bloom's unpublished study found that when a level such as the upper tenth of the population was used as a working definition of "giftedness" approximately three-fifths of a particular group of students were found to be in the upper tenth, or "gifted" on one or more of seven primary abilities tests. "The point of this," said Bloom, "is that instead of one-tenth of the students appearing to be "gifted" on a general intelligence test, one-half or more appear to be "gifted" by being in the upper tenth on one or more of the specialized abilities tested. It is likely that if enough different tests were used, almost all children would be found to be superior in at least some area measured by the test."[2]

2. Calvin W. Taylor's research sustains the results of multi-talent approach to teaching. His research identifies in addition to academic talents--creative talents, planning talents, communicating talents, forecasting talents and decision-making talents--in students.[3]

3. L. L. Thurston's research maintains that multiple talents exist in students and subdivided the intelligence test into about 7 or 8 primary mental abilities. He was a leading exponent of multiple-factor theory.[4]

4. J. P. Guilford: The structure of intellect model by Guilford was an attempt to organize the traits into a systematic scheme. His box-like model classifies intellectual traits along three dimensions; operation, content and products.[5]

5. E. Paul Torrance: Longitudinal studies conducted by Torrance showed dramatic changes take place in the functioning of a child identified as being creatively gifted. Many of these children were originally identified as students in the fourth, fifth and sixth grades as pupils who could not read or write. In almost every class at least one of these "hopeless cases" turned out to be creatively gifted in some way. . .additional research supports the conclusion. ". . .that whenever the way of teaching children is changed, different children become the star learners and thinkers. Similarly, whenever methods of assessing the outcomes of educational experiences are changed, different children emerge as the stars."[6]

In summary, research indicates that most children possess some specialized ability of a high order and that each child's unique talents can be identified and developed. The traditional concept of diagnostic-prescriptive teaching involves the diagnosis of weakness and the prescription of learning activities in this area--in effect, maximizing the potential for individual failure. The thrust of this project was to place teachers in an entirely different area--one which identifies strength and builds upon the student's greater potential for success in that strength area.

Within this background of basic concepts and ideas, the project organized its inservice education program to identify and maximize students abilities in the talent areas of academics, creativity, planning, communication, forecasting, decision making and leadership. The teachers developed instructional units that focused on student development in these talent areas. Many hundreds of talent activities have been developed by the teachers in each of the talent areas related to the subject the teacher taught. This book contains some of these activities by talent area and subject emphasis.

A unique feature of this book is the inclusion of student products that were developed from the assigned talent activity. It is hoped that this feature will give an added insight into the area of talent teaching.

TALENT CATEGORIES, CRITERIA AND SAMPLE UNIT

The Murray State University/Hopkinsville Middle School Teacher Corps Project utilized the work pioneered by ESEA Title III Grant with Project IMPLODE at the Bella Vista Elementary School, Jorden School District, Salt Lake City, Utah, and the TALENTS UNLIMITED Title III Project at the Mobile County Public Schools, Mobile, Alabama. Both of these developer-demonstration projects focused on the talent areas of Creativity (called Productive Thinking in the Mobile Project), Planning, Communication, Forecasting, and Decision Making.

Each of these talent areas and their development into on-going school related projects has come through a long history of development. (See article in the next section of this book by Calvin Taylor for more information on this subject.) The development of the criteria and the application in each of the talent areas by Project IMPLODE and Talents Unlimited have built upon the work of earlier researchers, some of whom are quoted in the Project Overview of this book. The Murray State Project makes application of these talent areas in a middle school environment. The activities written in Igniting Creative Potential which was developed under Project IMPLODE. These criteria are as follows:

GUIDELINES FOR CREATIVE TALENT[7]

Creative Talent: The ability to go beyond; putting together seemingly unrelated information to come up with new solutions, new ways of expressing ideas; creative production.

Fluency: The internal process of idea production is used to encourage as many ideas as possible. Sharing of ideas increases fluency and confidence.

Flexibility: From how many points of view is the individual able to consider the problem? Spontaneous flexibility can often be measured by placing responses in categories.

Originality: Consider the problem from unusual points of view. Relate the heretofore unconnected to solve the problem in a new or unusual way.

The process of creative production is best developed through steps which stimulate fluency, encourage flexibility, and inspire originality. The talent teaching process itself often follows a basic teaching pattern:

1. Presentation of item or problem for consideration
2. Time to think, list, enumerate
3. Share ideas and thoughts, revise, refine--accept all responses
4. Incubation period
5. Share additional ideas
6. Select your best solution
7. Select your most original solution
8. Act in terms of solution, decision

It is often necessary to get students started. The enclosed activities encourage ideational fluency (the generation of ideas) while not specifically looking for a solution. Before students can be creative problem solvers, they must first learn creative expression, have flexible consideration, and seek original responses.

Fluency: Ask students for:

--As many ideas as possible
--To share ideas and expand the list
--To add more to the list and to think of some other possibilities
--After discussion, increase lists again

Flexibility: Ask students to:

--List as many uses as possible for a specific use or category
--Repeat the process for a new use or category

Originality: Ask for judgments as to:

--Most unusual answer
--Most unexpected answer
--The answer no one else thought of
--After sharing, think of another answer no one else has considered

GUIDELINES FOR PLANNING TALENT[8]

Planning Talent: Effective planning involves elaboration which considers details concerning operation; sensitivity to problems which need consideration; and organization of materials, time and manpower.

Planning ability is developmental. Before complex plans can be made and executed, simple planning and organizing must occur. Planning skills include:

1. Alternate planning
2. Replanning
3. Diversified planning
4. Unplanning
5. Flexible planning

Elaboration: The ability to tell what you want to do. I can identify the problem in terms of what I want, what I want to do, and what I wish to create or construct.

Sensitivity to Problems: Tell how, why, and when I will do something. I decide what information I need, the conditions that I cannot change, the effects of what I am trying to do, consequences of my acts, environmental factors and how they effect what I wish to accomplish.

Organizing Abilities: To be able to organize the materials, time, and resources necessary to get it done. How do I get materials, provide adequate work force, consider economy such as time, limits, space, money for materials and the utilization of individual competencies?

The following teaching approaches encourage the planning talent:

Elaboration. Were students able to:

--Recognize the various alternatives in reaching this goal
--Enumerate available resources
--Establish an organizational framework

Sensitivity to Problems. Were students:

--Aware of the outside conditions their plans might effect
--Sensitive to the effect of their actions on others
--Sensitive to the effect of the actions of others on themselves
--Aware of limitations relating to time, space, materials, abilities

Organizing Abilities. Help students to:

--List a step by step procedure

--Establish priorities
--Consider developmental sequences
--Consider organization of materials
--Consider and plan for limiting factors such as time and space

Planning is multi-stepped in nature. A successful planner knows when to start and how to logically proceed while working toward his goal.

GUIDELINES FOR COMMUNICATION TALENT[9]

Communication Talent: Communication is the cornerstone of human interaction. Effective communication involves work fluency, expressional fluency and associational fluency.

Since there are so many barriers to communication, i.e., cultures, mores, individual goals, national goals, etc., effective communication skills become very important to sensitive understanding.

The ability to communicate has several developmental facets. These, we have defined as:

Expressional Fluency: Saying what you mean; giving a concise expression of your thoughts, ideas, and needs. Understanding non-verbal forms of communication such as gestures, facial expressions, and body attitude.

Association Fluency: Understand the interrelation of things. How might my thoughts and ideas be compared to other experiences I might have in common with those with whom I am communicating.

Word Fluency: Use words to give concise meaning. Use words to ad color, beauty, depth of expression. Use words to convey emotion and value.

Some criteria to help you evaluate communication processes might include:

Expressional Fluency: Help students to:

--Make themselves understood by others
--Communicate a need to someone else
--Communicate a feeling
--Express an emotional reaction which relates to their past experience.
--Understand someone else's statement of need
--Understand someone else's emotional reaction.
--Communicate a message non-verbally.

Association Fluency: Can students:

--See how words or actions are interrelated
--Describe by comparing

--Use and understand analogies
--Use and understand similies
--Compare ideas with experiences
--Compare emotions with experiences

Word Fluency. Help students to:

--Select words having a concise meaning
--Use descriptive words or phrases to add color, beauty and depth to expression
--Describe emotion
--Describe preference
--Describe their likes and dislikes

Since a breakdown in communication skills most often precedes stress between individuals, groups, or nations, an increased ability to communicate will lead to more depth and understanding in the human interaction process.

GUIDELINES FOR FORECASTING TALENT[10]

Forecasting Talent: Forecasting events, in the next instant or in the distant future requires conceptual foresight penetration or minute analization of related criteria, and social awareness.

Any prediction or evaluation of future events calls upon forecasting talent. The student must be able to evaluate cause and effect. He needs to consider what he wants to do, what the effects of his actions will be, what consequences he may anticipate.

The ability to forecast is developmental. Training for forecasting talent should include development of the following skills:

Conceptual foresight: What are my goals? Based upon what I now know to be so and what I have done, or has been done in the past, I predict that this will be the result of situations or actions I contemplate.

Penetration: What are the details? What do I know and what do I need to know before acting? How will situations or conditions change requiring an adjustment in my actions or approaches?

Social Awareness: How will other people feel or act? Will change cause disorder or destruction. Will changes impose unpleasant or unacceptable conditions upon others? How does what I want to do effect the needs of others? Will my behavior be responsible?

Conceptual foresight: Helps students to:

- --Establish goals
- --Use their present knowledge and background to predict an outcome of a situation
- --Think before they act

Penetration: Encourages students to:

- --Consider their present knowledge along with things they need to know before acting
- --Become aware of how conditions will change with their actions

Social awareness: Helps students to:

- --Become aware of others and how their actions will affect others
- --Recognize any destruction or harm their actions may cause
- --Be sensitive to any actions that would cause discomfort to others
- --Become confident with their knowledge as being acceptable

GUIDELINES FOR DECISION MAKING TALENT[11]

Decision Making Talent: Decision making involves experimental evaluation, logical evaluation and judgment.

A decision is a statement of preference or preferred action. The ability to make decisions is basic to living and interacting. People who can never "make up their minds" cannot cope with life effectively. Decision makers, on the other hand, are usually leaders.

To develop decision making talents it is important to understand the decision making process. Real decision making is not just choosing between two predetermined objects or circumstances. Rather it is the careful evaluation of data prior to making a preferred judgment. Decision making training must include:

Experimental Evaluation: How many alternatives are there? What are existing limitations and conditionas? Who will be affected? How does what I want or need relate to my decision?

Logical Evaluation: What are the best possible alternatives? What are my main goals? What can I accomplish? What sequence do I follow?

Judgment: In view of the alternatives and conditions and my preferences I decide to ______________ or I decide that __________.

Some guides to help you to evaluate decision making activities are:

Experimental Evaluation: Helps students to:

--See all possible alternatives
--Understand all the alternatives
--Recognize the limitations
--Become aware of the existing conditions
--Recognize and appreciate others that will be effected by their decision

Logical Evaluation: Helps students to:

--List all the possible alternatives and then choose the best of the alternatives
--Evaluate each from the list of best alternatives
--Become aware of what can be accomplished by the decision
--Always keep their main goals in mind.

Judgment: After weighing all possible alternatives, help students to:

--Arrive at a decision
--Have alternatives or change of direction in mind
--Act according to the decision

In training for decision making you must help students to: (a) discuss the situation; (b) examine all possibilities or arguments for and against; (c) give weight to arguments presented or expressed; (d) come to a conclusion and be able to (e) defend or support their decision as the best decision according to their logic and evaluation.

Productive Thinking

The Multiple Talent approach to education emphasizes three processes in productive thinking which are Divergent Thinking, Convergent Thinking, and Evaluative Thinking. These processes are foundation for students who are thinkers and producers and are enhanced by the talent areas of Creativity, Planning, Communication, Forecasting, and Decision Making.

The productive thinking process by itself is supportive of the basic thrust of the Multi-Talent philosophy and is used in many ways during the typical classroom day to spark thinking and provide new channels for student ideas and abilities to surface and develop. Since the productive thinking process is so essential in the overall talent teaching concept, the criteria or guidelines for Divergent Thinking, Convergent Thinking, and Evaluative Thinking are listed below.

A sample of the way the talent areas and productive thinking (Divergent, Convergent, and Evaluative) can be used in the typical lesson or unit can be seen by the sample unit that is found in this section of the book.

GUIDELINES FOR DIVERGENT THINKING[12]

Divergent Production: A generation of information from given information where the emphasis is upon variety, originality, and quantity of output from the same source.

The divergent thinker seeks many different and alternative answers to a given problem. The student is not concerned, as in convergent thinking, with finding the best answer, he is involved in creative exploration of ideas and their relationships.

A question asking for divergent thinking might be to list all of the uses for a shoe. Evaluate divergent production according to the following criteria:

Variety: The student is able to respond with many ideas free from categorical restrictions. Responses showing variety of production might indicate a shoe used as a weapon, a tool, apparel, food, source of leather, etc. Variety is shown as the student moves from one category to another.

Originality: Response is unusual and original when compared with other group responses.

Quantity: The response itself is not important. The total number of responses generated represents quantity.

The following teaching approaches encourage divergent thinking:

Variety

--Encourage all students to participate
--Accept all responses
--Seek many categories
--Encourage variety
--Ask for more categories

Originality

--Encourage the students to think of an idea no one else will think of
--Encourage uniqueness
--Encourage students to listen and not repeat others responses.
--Encourage innovative thinking

Quantity

--Accept all ideas
--Ask for as many ideas as possible
--Ask for an increase in ideas
--Ask for as many more responses as possible in a given category
--Encourage more than one response from everyone.
--Provide an opportunity for a generation of ideas, then provide another and another.

It is important to emphasize that all ideas are accepted. Some unexpected ones may, in some instance, be the best. Students will try off-color remarks now and then just to see if all ideas are really acceptable.

Feel free to insert your own innovative thinking. When students and teacher become creative thinkers, their vistas become limitless.

Asking for divergent thinking responses to any open ended questions generates enthusiasm and student involvement. Divergent thinking questions relate to all curriculum areas.

An important point to remember is that these ideas should be placed throughout the curriculum. Creative production is a high level thinking skill and should be limited to reasonable and spaced periods of time.

GUIDELINES FOR CONVERGENT THINKING[13]

"Convergent Production is the generation of information from given information where the emphasis is upon achieving unique or conventionally best outcomes."

Convergent thinking is a process of selection. Given many alternatives (divergent thinking) a person must, according to his way of thinking, select the best alternative.

Convergent thinking makes a single decision, judgment, or solutions; convergent thinking is definitive, is task oriented, or is goal oriented.

For example, when given the question, "What is your favorite color?" students will all be dealing with one central set of concepts. The students now need to converge their thinking around one set of facts in order to discuss the problem. Given ten people, it is possible to anticipate ten different responses yet each individual must converge or narrow his thinking to express his choice. This narrowing to one selection in a logical manner is convergent thinking.

Evaluate convergent production by referring to the following checklist. While there does not need to be the same answer from all people, effective convergent production requires consideration of the following criteria:

Selection: Has a decision or a choice been made? Has each student made a selection or choice?

Considerations: Does each decision or selection show concern for related information and desired outcomes?

The following teaching approaches encourage convergent thinking:

--Encourage students to consider all the possibilities
--Encourage students to narrow their possibilities to one selection in a logical manner

- --Encourage a selection of the best alternatives to each person's way of thinking
- --Encourage a logical or a scientific thinking process
- --Ask students why they choose as they do, why they think as they do, why they act as they do.

Convergent thinking is vital to the problem solving process. It is with this attitude that scientific inquiry becomes meaningful and productive.

GUIDELINES FOR EVALUATIVE THINKING[14]

Evaluative Thinking: Reaching decisions or making judgments concerning the goodness, correctness, suitability, adequacy, desirability, etc., of information in terms of criteria of identity, consistency and goal satisfaction.

These thinking activities were designed to help develop the evaluative process. This is a most vital area of productive thinking. It is an area often overlooked in our present day educational institutions. Teachers may evaluate but this thinking process is not incorporated into curriculum. Evaluation is necessary before any decision can be made or any plan formulated. Creative ideas have very little value in and of themselves. Ideas must be evaluated as to practicality and reasonability before they can be utilized as a course of productive action or discarded as inappropriate. The thinker who is enthusiastic about everything seldom gets anything done. Priorities are the basis of planned and productive acts.

You analyze evaluative thinking processes by referring to the following Criteria:

Suitability: Are actions, plans, or products suitable to the group, the materials or the situation? Discuss why or why not.

Workability: Can action, plans or products be completed within the given framework or are there impracticalities? What alternatives might we consider? What are our present or future organizational needs?

Goals: Are we meeting our needs as a group or as individuals? Are we utilizing materials, time and personnel? Is this the best way to reach our goals?

Some evaluative teaching skills might be illustrated by referring to the following checklist:

Suitability: Did students:

- --Evaluate needs
- --Consider feelings and goals of others
- --Value himself and his own efforts
- --Identify and capitalize upon his own strengtbs
- --Identify and capitalize on materials at hand
- --Identify and capitalize on spatial considerations

Workability: Help students to:

- --Develop independent trial and error
- --Learn from errors
- --Use mistakes to develop confidence
- --Value the efforts of others
- --Consider the talents of others when interrelating
- --Identify and capitalize on the strength of others
- --Apply the knowledge of thier environment to better deal with problem solving situations

Goals: Encourage students to:

- --Determine goals
- --Establish priorities
- --Try to keep ends in mind
- --Arrive at judgments in a logical manner
- --Consider alternatives

Evaluation is an important part of the entire curriculum. Evaluate individual effort, group process and group or individual production. Evaluate with individuals, with small groups and with large groups.

MULTI-TALENT UNIT TEACHING MODEL

Subject Area: Social Studies

Unit Title: Exploration and Discovery

Concepts:

1. Many nations make exploration part of their National policies.
2. Exploration requires discovery of unknowns.
3. Many individuals often make exploration part of their personal lives.
4. Unknowns are often threatening to both individuals and nations.

Cognitive Knowledge Data Bank.
(Teacher supplies this through textbooks, handout materials, library research, etc.)

Productive Thinking Activity:

1. Divergent: Make a list of as many things as you can think of that you or someone else could explore. Have three recorders at the board to write ideas as given.

2. Convergent: From the list produced put "N" by those that only the National Government or large Corporations could do and put an "I" by those that one individual could do.

3. Evaluative: Put a * by the three things you feel the government should sponsor first.

   Put a ☠ by the three things that you feel you could and would like to explore. Put an X by the three things that you would most like not to explore.

TALENT	GROUPING	TALENT PRODUCTION ACTIVITY
Communication	Individual	1. Construct an ad to be put out to sailors inviting them to enlist to sail with Columbus on his first voyage. or
Communication	Individual	2. Select three pictures from a modern magazine that would portray discovery. Explain in a written paragraph why you think the pictures show discovery.
Decision Making	3-5	3. List all the things that Columbus did on his first voyage that was considered a discovery. Choose the one thing that he did that most influenced the success of the exploration. Prepare a dramatization that would report or portray that decision to the Queen of Spain. The dramatization must defend the reasons for the choice you made.
Planning	3-5	4. Suppose you were required to prepare the materials, etc. needed for a two day exploration of an unknown cave. (The cave opening was discovered but not the interior). Detail the planning to answer what you will do, what you will need, how will it be put in order, and what are the anticipated problems?
Forecasting	Large group	5. Create an unknown situation in your classroom that requires a degree of risk to try. Before the activity is carried out. Predict how each person in the class will react.
Creativity	Individual	6. Each student should take the three events they would like to explore (listed in the Productive Thinking exercise) and list all the ways each of these events could be achieved.
Decision Making	Individual	7. Each person should then pick the one way they think would be the best way to explore the new event. (give reasons in short written paragraph).
Forecasting	3-5	8. From the productive thinking activity have each team select the highest ranked event for National Exploration and predict the consequence it will be to our nation if it carries it out and if it doesn't.

ARTICLES ON MULTI-TALENT EDUCATION AND MSU PROJECT TALENT IDENTIFICATION DATA

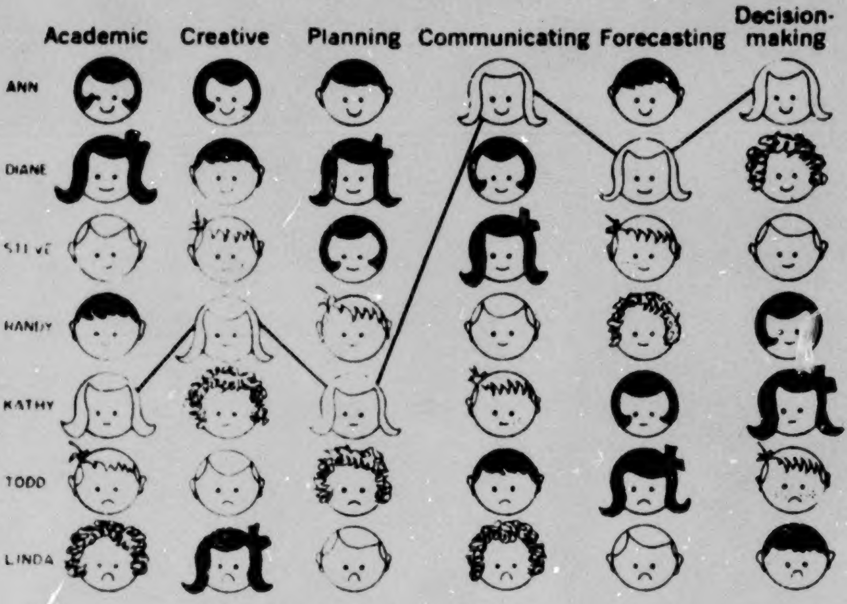
This section of the Teachers' Guide provides:

1. An abstract and chart of the Taylor Talent Totem Poles.
2. A summary of the data on student talents at the Hopkinsville Middle School.
3. A reprint of an article by Calvin W. Taylor on the goals and historical background of the Multiple Talent Teaching approach.

Many articles and books have been written related to this area by many authors, some of whom were quoted in the Project Overview. However, as a convenience to the reader who may not have immediate access to this type of information, Taylor's article is printed in its entirety here.

TAYLOR'S TALENT TOTEM POLES

WHERE DO YOU RATE ON THE TOTEM POLES?



ALL STUDENTS ARE NOW EDUCATIONALLY DEPRIVED*

The Multiple Talent Approach to Teaching has emerged from sustained research on talents. A breakthrough of teaching for creativity breaks away from the narrow band of academic-and-intelligence talents and expands into teaching for several other high level talents, heretofore largely ignored and left dormant in typical classrooms. Intelligence tests, encompassing about eight talents (less than one-tenth of the 98 talents now known), miss more than nine-tenths of the important intellectual talents now measurable. Consequently, the main goal in Multiple Talent Teaching is to have students use many more of these neglected talents than they do at present. (See Taylor's Talent Totem Trees above.)

Through this new approach, nearly all students can be above average in at least one of these many intellectual talents, which can now be functioning in classrooms. Furthermore, students can use each of these multiple talents to process information across all subject matter areas and thereby acquire greater knowledge and also work at the fringe of knowledge and beyond.

Instead of conceiving of students as merely learners and reproducers, we esteem them much higher as thinkers and producers, decision-makers, communicators, forecasters, creators, etc. Rather than depriving them of these "adult prerogatives," teachers have them deal with knowledge in all these talent ways. The youngest are remarkably ready to function in these adult-like activities. They even became more full-fledged children in the process, being livelier, healthier, happier, and more self-esteemed and self-managed when their natural talent processes are growing and functioning naturally.

The Teaching-of-Knowledge Approach has proved to be a less-sound educational focus, without yielding its promised by-products. In contrast, the Multiple Talent Totem Pole Approach moves toward the goal of developing effectively functioning, talented people; enriches and enlivens the students and their teachers and administrators; and thereby humanizes the entire educational process.

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*Abstract for XVIIth International Congress of Applied Psychology, Liege, Belgium, 1971, Calvin W. Taylor, Professor of Psychology, University of Utah, Salt Lake City, Utah, 84112 and Robert L. Ellison, Research Director, Institute for Behavioral Research in Creativity, 1417 South 11th East, Salt Lake City, Utah, 84105.

NOTE:

Dr. Calvin Taylor served as a consultant to the Murray State University/Hopkinsville Middle School Teacher Corps Project. The article of "Developing Effectively Functioning People--The Accountable Goal of Multiple Talent Teaching" from the November/December 1973 issue of Education is reprinted in its entirety. The article gives insight into the talent development movement and some of the successes of the application of talent teaching in the classroom.

DEVELOPING EFFECTIVELY FUNCTIONING PEOPLE — THE ACCOUNTABLE GOAL OF MULTIPLE TALENT TEACHING

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Education is for people. Consequently, it can be argued that the measures of the performance of an educational system should primarily be concerned with the degree to which its students are effectively and fully functioning. The main inputs in the educational system are the students with their multiplicity of great potentials. Therefore, as the main educational output, students should be measured to determine how broadly and how well they are developing—how well their inner resources are activated and are functioning naturally and fully.

Outdated though firmly fixed ideas about human resources have deprived and shortchanged too many students of new worlds of classroom opportunities. This suggests that an up-to-date understanding of total human resources plus the identification and cultivation of these potentials in all students are vital to operating an educational program that is up to date.

For more than a third of a century, we have known that there are many different types of intellectual talents—all valuable in world-of-work careers. Nonetheless, this evidence can be quite a shocker to those with overgeneralized ideas about what a "general intelligence" test measures and about one main type, "The Gifted," instead of many different, important types of "giftednesses."

This unfolding approach has been described in a colorful way by indicating that there are several ways of being smart. The first one is called "School Smart." The second is called "Street Smart" which breaks into at least two types. One is being Street Smart like a youngster must be to survive in the streets in an extreme poverty, underprivileged, ghetto area. The other type is to be Street Smart as an adult by successfully planting a business on the main street and having it survive and thrive so that it tends to be an enduring enterprise, moving toward living in perpetuity and having corporate immortality. (Still another kind of smart is called "Aleck-Smart.")

L. L. Thurstone was the first to come up scientifically with this insight about multiple talents, subdividing the intelligence test into about 7 or 8 primary mental abilities. Then, with the help of his students, he pushed beyond the intelligence test composite to discover and measure additional primary mental abilities (or high-level talents) numbering over 20 in number.[1] These have been extended, especially in recent years by Guilford through his sustained work on a model called the "Structure of Intellect" which is a "periodic table of the mind." The number of talents that can now be measured is about 98 out of the 120 suggested by Guilford's model.

In retrospect, it is now painfully obvious that the intelligence tests is *not* by any means a full measure of man's brainpower. In fact, it measures only about 7 or 8 of the 98 high level talents discovered to date and thus covers only 1/12 of these known talents. In other

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[1] The ideational fluency and expressional fluency talents (found in my 1946 dissertation on Fluency in Writing under Thurstone's supervision) extended the list by breaking away from separate-answer-sheet responding.

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words, it misses 90 out of 98 or about 11/12ths of the known talents.

But where is our practice? We've got hardening of the categories if we're running a school system which is designed to have students function only in the area of their intelligence, only in their *ability to learn,* as measured by the intelligence tests. We are keeping 11/12ths of their brainpower asleep—dormant—in classes, in schools. No wonder why students need to be asked if they want to continue to be merely learners—to function on only 1 or 2 cylinders of their mind, allowing 10 or more cylinders to remain dormant and non-functioning.

The great breadth and complexity of mindpower potentials revealed by research suggests that schools at all levels are much too narrow intellectually. The greatest waste of our national resources may well be the multiplicity of high priced career talents in our students that are not being recognized and developed in our schools. Many of the narrow-banded students so produced may be intellectually handicapped for the rest of their lives. Those with teachers who activate their intellectual dimensions are more fortunate.

If a school teaches primarily for its students to score well on current standard achievement tests, then nearly 90% of their potential mindpower is probably being kept largely dormant. Wherever this pattern persists for repeated years of schooling, most of these talent potentials will probably remain hidden 6 feet below the ground, never to be discovered, unearthed, and cultivated. Instead the task should be to move toward actualizing these student potentials, thereby enlarging their capabilities. This is a scientifically based approach toward humanizing education.

Talent research findings now cry out loudly (as student protestors also did) that too many school activities are not relevant and too many relevant activities are not occurring in schools. Our research along with that of many others had discovered that grades, though expensively obtained through 4 college years, are of little or no value in foretelling who will be most effective during their professional careers. One professional person wrote us that this finding of little or no relation between grades in school and adult career success is undoubtedly one of the best guarded secrets in education.

From consulting work on the 1968 White House Task Force on Talents, it became clear that practically no educational program focuses directly on talents. Program leaders gave lip-service hope that talents would be developed somehow, as a second outcome. Because of the great complexity of man and of his inner processes; however, it is unrealistic to expect any automatic transfer of training from the learning of knowledge to the development of a wide range of talents. A vast untapped harvest in mindpower is now possible by teaching directly and separately so that each world-of-work talent functions in classrooms.

Research on intellectual talents suggests inclusion of other broad groups in addition to academic talents. A second broad one could be called creative-and-productive thinking talent. Creativity appropriately breaks away from the narrow-band, one-talent-only classroom and opens the way for other heretofore largely neglected talents. It is wiser to have a total set of talents functioning than only to activate creative talent in spite of its almost pricelessness. Other talents also ready for classroom functioning are planning talents, communicating talents, forecasting talents, and decision-making talents.

Some of man's greatest inner powers and resources are his multiple high-level talents. A major challenge is how we can teach people in classrooms to use more of their brain cells and pathways, i.e., more of their many brain talent processes and thus more of their potential talent powers. For example, if a young person learns repeatedly how to turn on his creative processes then he will likely use these processes throughout his entire lifetime as a main resource in his living and functioning effectively. At one extreme, the re-experiencing of his creative processes may become his way of life, which is focused almost entirely upon continuously creating. Contrarily, if his creative potentials remain unearthed and dormant so that non-creative patterns become established, his creative potentials will probably remain lost to him and to society as he continues to use only non-creative processes throughout the rest of his life.

If people are kept in any pattern for 12 or 16 or 20 years, we can be quite sure that that pattern will persist to be much of their future pattern and will therefore be a good forecaster of their future functioning. If 11/12th of their mindpower is kept largely domant, the odds are that most of such mindpower potentials will never be uncovered and cultivated by them or by anyone else the rest of their lives. That will generally be the outcome if we keep running an educational system which focuses almost entirely on "one-and-only-one" kind of talent. Instead, if we focus upon 2 or 3 or 4 or 5 or 6 or more talents, much more of their potential brainpower will be functioning in classes and in their later careers and lives. This proves to be very effective career development for later world of work activities. Consequently widespread implementation is now the big challenge.

Incidentally, this point is *believable* to any dropouts who have become successful in the real world. It is also painfully *believable* to those who, after finishing a lengthy program of schooling, have encountered certain people in the world-of-work who dropped out of school much earlier and who have turned out to be tough competition in important high-level activities.

"Do you want teachers who are *creative teachers,* or who *teach creatively,* or who *teach for creativity?*" Our audiences almost universaflly want "All of the Above," but they readily admit that the three are not synonymous. Most of all they usually want teaching for creativity. And likewise they want teaching for multiple talents, as soon as they realize the magnitude of the hidden-and-neglected talent problem.

Teaching for talents synchronizes beautifully with the challenge of "Enlarging Human Capability: The Central Role of the Health Sciences" in Clark Kerr's featured address at the 1972 annual meeting of medical colleges. By broadening the band of talents functioning in schools, this teaching approach can enlarge the human capabilities and thereby strengthen the total health of students of all ages. Education then becomes part of the health delivery system of the nation.

When teachers become structure-setters for different talents, they discover that *nearly all students are above average in at least one of the many talents.* New talents provide many new hopes for reaching the heretofore deprived, the heretofore neglected. "Talents Unlimited," "New Hopes for Old Losers," "Every Kid a Winner," and "Using Many Talents Every Day Keeps the Failures Away" are other titles given to this approach. Teaching for multiple talents, therefore, offers the best hope of systematically reaching each and every student in our classrooms and of finding promise in everyone from all parts of our society.

My highlight classroom experience last year was with teenage patients at a state mental hospital. Upon starting the multiple-talent approach, I almost immediately discovered that they were a very promising group. The hospital educational staff marvelled upon observing how some of these dropout teenagers (especially an American Indian) were so capable in these new career-like talents.[2] This positive "tomorrow" look which provides enhanced self-concepts and new hopes for their future careers and lives (a hopen-endedness feeling) could be more potent in health-restoring, health-delivering, and health-strengthening than the typical therapies with a backward, "yesterday" look into their complicated and troublesome past histories.

In this student-centered approach, teachers focus upon talents and become talent developers. Teachers change their roles to be igniters of talents, catalyzing, cultivating, and developing a variety of world-of-work talents in students by using knowledge as their means to that end. Talent searches and talent development should occur right in the classroom; it all takes no extra expenses.

To become a talent developer, the teacher learns to structure the classroom setting in a certain way and to a certain degree in order to elicit a given type of talent in students. Next, the teacher uses quite a different type of structure for a second talent, and so on. The teacher is very active in setting structures, in observing students, and in entering in at the times and in the ways that facilitate the functioning of the specified talent processes in students.

Concerning the self within people we have decided that teachers can be helped to attain a higher self-concept of themselves. They can then be helped to take a very high concept of their students and live up to treating the students accordingly. The higher the concept the teachers have of their students, the more the students will tend to live up to that concept and attain a high self-concept. The lower the concept teachers take of their students (such as assembly-line learners), the more the students will tend to live down to it.

The current educational system tends to think of students as learners and maybe even lifelong learners. Students have told us many times in many ways that they would much rather be treated as human beings (or persons) than as learners. In classroom practices, conceiving of them as learners is a low-level concept, seeing them as always subservient and dependent. To replace that notion we like, for example, to conceive of students as thinkers. We encourage them to think quietly and also to think noisily, just so we get some thinking going.

Teachers can be richly rewarded by esteeming students not merely as learners and knowledge reproducers but much higher as thinkers and producers, doers, decision-makers, communicators, forecasters, creators, composers, planners and designers, marshallers and cultivators of resources, organizers, implementers, leaders, etc.

Rather than depriving students of these "adult prerogatives," teachers can have them be active participators, simultaneously dealing with knowledge in all these talent ways. Teachers are rewarded through the gifts they unlock in their students. All students profit from the fruits of each others' different talents and gifts.

The youngest are remarkably ready to function in these adult-like talent activities. Instead of becoming adults prematurely in the process, they become more full-fledged children, retaining their liveliness and becoming more involved, more self-esteemed, self-activated, self-managed, and healthier and happier when their natural talent processes are allowed to grow and function naturally. They also have an enlivening effect on each other, on teachers, on principals—in fact, on the whole educational system.

Teaching many world-of-work talents moves toward developing effectively functioning, multi-talented people. It prepares students more directly for world-of-work career activities and other responsibilities in life. It has important individualizing effects, producing distinctive patterns of individuality across talents and greater abilities to function on their own as well as in groups.

Multiple Talent Totem Poles

The Multiple Talent Approach to Teaching has emerged from sustained research first on creativity and then on several other also neglected, though important talents. If the complexity of talents is not recognized and if students are seen through the oversimplified picture of only one talent, they will then all be lined up from highest to lowest, solely on the basis of the single talent. They may almost be pegged by teachers and other students as to the "one level" where they belong (and individualized instruction will be designed for them to function at their one, and only only level).

The Multiple Talent Approach was first presented by Darrel Allington in the form of multiple talent totem poles (also dubbed as Taylor's Talent Totem Trees). Beverly Lloyd was the first to put all of her 28 students on six totem poles after getting each talent to function in each student in her classroom.

The comparative talents of the first seven students, alphabetically, in her 2nd grade class are shown in the totem poles in Figure 1. All six talents are functioning at one time or another in each of her students, with none of these talents remaining dormant and six feet underground. The vital features of this teaching approach can be pointed out in this totem pole illustration. Probably the greatest single gain will be to unearth these talents and get them actively functioning at some initial level on each totem pole

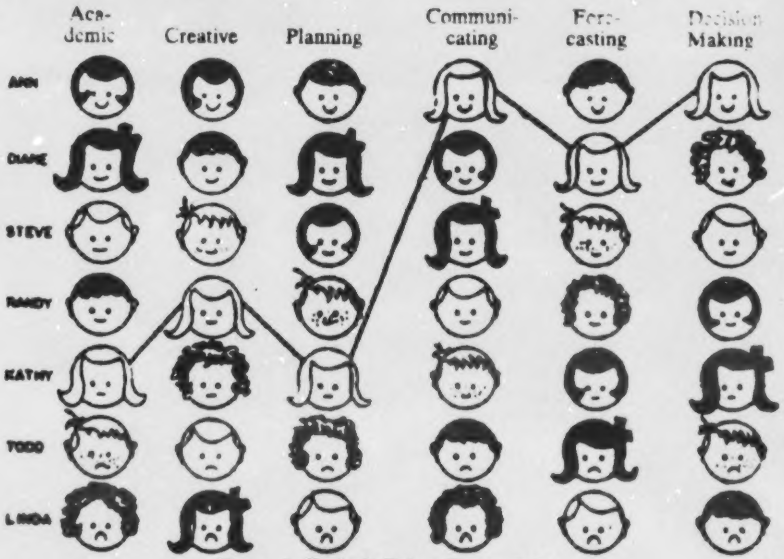

Figure 1. Taylor's Talent Totem Poles.

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[2] Leaders in the Arts, who concur that all students need to be strengthened in their total intellectual functioning, conceive of The Arts as being therapies for non-expression. They also believe that an analysis of the arts can help people understand their behavior and their direction in life. Accordingly, they have just started a new international journal entitled *Art Psychotherapy*.

Note in Figure 1 that each student has his unique pattern of strengths and weaknesses across the talents. Ann does *not* stay at the top across all talents, but Randy and Kathy each rise to the top as the most talented on two of the new talents. Diane and Steve drop sharply downward on creativity. Also note that the bottom three on the first talent (Kathy, Todd, and Linda) tend to rise as a sub-group, and are never again so low, generally being around the average, as a subgroup, on the other five talents.

Two years later the same teacher repeated the process by placing all 26 of her students that year on totem poles. She found all students but one to be well above average on at least one of the totem poles. In this second case the seven highest students on Academic Talents, as a sub-group, were less promising than any of the remaining three lower academic sub-groups on the other five talents, calling for them to produce something of their own rather than "doing exactly what the teacher tells them in exactly the way the teacher tells them how to do it."

It is much sadder to discover that a student has zero functioning, dormant, and thus non-useful talent than to find that he has learned to function at a below average level on that talent. In any event, the below average person will out-do anyone else who still has that talent in a dormant, non-functional stage, even though of higher potential.

Theory and Evidence on a Multiple Talent Approach

If there were merely one type of talent, only 50% of the students would be talented above the average (median). If there were two *unrelated* talents with 50% above average on each, 25% would be above average on both talents (++), 25% above on the first but not the second (+−), and 25% on the second but not the first (−+), so that a total of 75% would be above average on at least one talent. For three uncorrelated talents, 87.5% would be above average on at least one talent. This trend continues by splitting the distance to 100% in each case, as indicated below in rounded-off percentages:[8]

Number of Unrelated Talents	Percent Above Average in at Least One Talent
8	99.6%
7	99.2%
6	98.4%
5	96.9%
4	93.8%
3	87.5%
2	75.0%
1	50.0%

Since high level talents are not absolutely unrelated but tend to be lowly, positively related, evidence indicates that actual trends upward toward 100% do not climb as rapidly as the theoretical picture above (based upon the extreme case of zero intercorrelations). In other words, there would be a little slippage downward due to some overlapping between talents. In the case of two somewhat correlated talents, the expectation for the percentage above average would be in the high 60's (instead of 75%); for three talents it would be in the 70's (instead of 87.5%); for four talents in the high 70's or possibly in the low 80s (instead of 93.75%), etc. One will typically find over 90% of the students to be above average by using 6 lowly intercorrelated talents.

The same theoretical approach can be applied to the top end of the talent ladder. Considering the top 10% as highly gifted and looking across several types of talents or giftedness yields a similar important trend. If only one type of talent is cultivated, only 10% will be "highly gifted." If talents are independent and two uncorrelated types are cultivated, 19% will be highly gifted. (One percent will be highly gifted in *both* types of talent and a total of 19% will be highly gifted in at least one type of talent.) This percent will likewise increase to 27 with three talents, to 35 with four talents, and will continue upwards at a diminishing rate as each new type of talent is added, assuming that talents are completely unrelated.

However, in the usual case of talents being somewhat related, this percentage will not rise as rapidly. For example, if creativity is added as a second type of talent, the evidence suggests that a new 7% will be found to be in the top 10% of the highly talented in creativity along with 3% from the previous talent area who will have a high profile across both types of talent. Thus a total of 17% will be highly gifted in at least one of the two talent areas. By further taking into account the low interrelationships among different types of giftedness, approximately 22 to 23% will be found to be in the top 10% of at least one of three types of giftedness. This trend will continue so that if one cultivates at least six different types of giftedness in the classroom, about 30% of the students could be found to be highly gifted (in the top 10%) in at least one of the six high level talent areas. We can therefore triple the percent who are highly talented by extending the number of types of giftedness. This year the talent leaders in the state of Illinois have stated this more strongly in a way that parents and students like to hear, namely that "Potentially All Kids are Gifted."

Mining and Processing for Multiple Metals

An analogy concerns mining for multiple metals. The largest mine in our region pours a mountain-side of boulders through the mills to produce a precious silt stream from which low grade copper ore is extracted. All the rest of the stream was then dumped on the valley floor as wastage. Through an unplanned happenstance, someone discovered how gold could be crudely recovered from the silt stream. Later when the company discovered the discovery, it tried to learn how to process the heretofore waste products for every other known element yet known to man. They now process for 7 metals, not just for the copper initially sought. And it doesn't cost much more because the mills have been built and the silt stream is already flowing through them.

Likewise our schools are already set up so we can process not only for the copper-like academic talent, but also for the uranium-like creative talent, the gold-like decision-making, etc. Like the mining specialists we may realize that the waste products we have been dumping out in the streets for so long contain many precious talents—perhaps even of a much larger total value than the ones we solely had extracted.

Knowledge Dispensing Versus Teaching for Talents

A teacher can be a developer of talents as well as a subject matter dispenser. In fact, the talent developer role could well be the primary one. Shouldn't each student have the chance during school time to develop each of his multiple talents, since each different talent enables subject matter acquisition. Also talents are the inner processes that can be used in working with and acquiring knowledge. In fact, students will grow in subject matter knowledge at least as fast, if not faster, when they utilize and develop new talents while acquiring the subject matter.

Most students can acquire greater knowledge by using their multiple talents rather than by focusing directly and solely on learning facts—as they are so often asked to do. In fact, students can exercise and develop every one of the known intellectual talents as their minds ponder, toy with, and otherwise use and work with knowledge in many talent ways. They work at the fringes and beyond in creating knowledge and they look toward the future in forecasting. Thus, they become at least as knowledgeable if not more knowledgeable and they acquire more of a working knowledge than just the knowledge they cram in and dump out on a test, soon to forget most of it.

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[8] An equation for the extreme case of uncorrelated talents is $(.50)^1 + (.50)^2 + (.50)^3 + \ldots + (.50)n$ = the percentage above the median in at least one talent out of the n talents considered.

The Teaching-of-Knowledge Approach has proved to be much less sound as an educational focus than expected, without yielding its promised by-products. In contrast, the Multiple Talent Teaching Approach moves toward the more important goal of developing effectively functioning people. It yields many more good by-products (including a greater working knowledge in students), which argues that a talent-focused approach is fundamentally more sound and better designed for people than is a knowledge-centered, teacher-focused approach.

A greater transfer of training (or spread effect) to later situations in life may occur through the talents developed than through the knowledge acquired. Nonetheless Multiple Talent Teaching capitalizes on both to increase the total transfer of training into later situations.

The Teaching-of-Knowledge approach rests upon the big but erroneous assumption that all good things will happen to all persons if and when they become sufficiently knowledgeable. Where teaching of knowledge has been the central goal in actual classroom activities, the resulting effect is that practically all students are experiencing only a very narrow band of intellectual talents. With a few exceptions, they are *not* using many potentially important intellectual talents during the portion of their lives spent in school programs. Moreover, there is some suspicion that any increase in the amount of the currently typical programmed instruction and computer assisted instruction might further narrow the band of talents being developed, shortsightedly enough in the name of "Efficiency."

The action is more centralized in knowledge-focused classes where the teacher is highly active and is "learning the most," while the students are more passive. In most cases program leaders contacted on a nation-wide basis by a White House Task Force had an almost universal focus on knowledge dispensing, knowledge learning, and testing for knowledge. Students therein too often function by receiving, storing, retrieving, and dumping knowledge—a computer-like approach well designed to maximize forgetting when dealing with the knowledge.

Evidence suggests that grades in our lengthly school programs of 12 to 16 or more years do not particularly forecast who will have the skills and desire to keep abreast of knowledge on their own after they leave the formal educational system with all of its artificial props. In other words, the fact that a person has attained an educational degree in the present system gives little assurance that he is an independent scholar who has all the necessary abilities and will keep abreast of the knowledge explosion thereafter on his own.

Some teachers can be very effective at stopping thinking. Another thing we are doing in our schools—and I think we really get good at it in knowledge-focused higher educational programs—is that we are producing a new kind of hypocrite (somewhat like the lip-service type). This is the kind of a person who gives us *eye service*. Students say that happiness is when they fall asleep in class and they don't knock their books off on the floor, and their eyes keep open and on the teacher, while their writing hand keeps moving on their notepaper, but their heads and their hearts are elsewhere. Even at the great moments in the teaching of knowledge, not much more than 30% of the students will have their full attention on the knowledge being dispensed.

In sharp contrast, if a multiple talent approach is used in the classroom, the band of talents being developed would not only be deliberately widened, but as automatic by-products, the scope and type of knowledge being acquired might also widen and the involvement increase.

New Accountability Measure for New Types of Classroom Programs

Obviously one of our greatest measuring instruments is the human being, so we feature the teacher not only as an igniter of talents but also as an observer of how well students function. The teacher measures students through direct observation, seeing them all year long, which yields a very long and reliable measuring device in terms of its length. The teacher sees students functioning to different degrees on each talent and in a different way across talents and watches their improvement.

Unfortunately, those now rushing back to teach the traditional achievement tests in order to show accountability will, in the long run, be in trouble and will produce the narrowest experiences and the lowest total set of accountability scores in their students (as seen in our control school results across multiple scores).

We would all much rather have *crude measures of how all these new talents are functioning than precise measures of only one (academic) talent in action*. As researchers, we sustain our searching and probing efforts at the frontiers with the hope of creating new phenomena. Once powerful new phenomena have been generated, the changes might stand out like a sore thumb and become easily measurable by crude though relevant new measurement techniques.

Through teaching for talents a new total phenomena has been created in the Bella Vista School in Utah's Jordan School District. First, let us point out that on scores on the traditional standardized achievement tests, the Bella Vista students are up at the top in their school district. In addition, new accountability tests and measures have been tailor-made and used to display the phenomena. For example, the *S*tudent *A*ctivities *Q*uestionnaire (SAQ) is a multiple choice climate questionnaire which yields the following eight measures as viewed by the students (we are ready to add several other pertinent measures to this list, such as humanizing, involving, enlivening, groupizing and valuing others):

Individualized Instruction
Enjoyment of School
Classroom Participation
Career Development
Self Concept
Independent Development
  (Self Management)
Democratic Classroom Control
Multiple Talent Experiences

In sharp contrast to the usual results of little or no educational differences, all 5th and 6th grade students in the Bella Vista School, when evaluated on all these measures in 1972 by IBRIC (an independent research agency), surpassed the control schools from another district in *all 58 comparisons*, 42 of which were major (statistically significant) differences. The biggest differences, as expected, were found on Multiple Talent Experiences, and large differences were also found for Career Development.

Figure 2 displays the differences (in 1973) on Multiple Talent Experiences, with two frequency distributions shown upright and opposite each other. (For example, the curve on the left for the control schools is roughly a bell-shaped, normal curve, turned upright.) An average Bella Vista student (at the 50th percentile rank) would be comparable to the 93rd percentile rank student from the control schools. Stated alternately, over 55% of the Bella Vista students would be in the top 10% of the control students. Conversely, an average student in the control schools was only at the 12th percentile rank in comparison with Bella Vista students. These results are for teachers in the "first wave of the multiple talent teaching change" at Bella Vista. Students sampled from the teachers in the "second wave of change" in Bella Vista produced a curve about half way between the two curves in Figure 2. It is very logical to gradually change a system, with small starts by a few teachers leading out and ultimately bringing about change in the rest of an established system. Again similar results were obtained this year for the Career Development Scores, as shown in Figure 3.

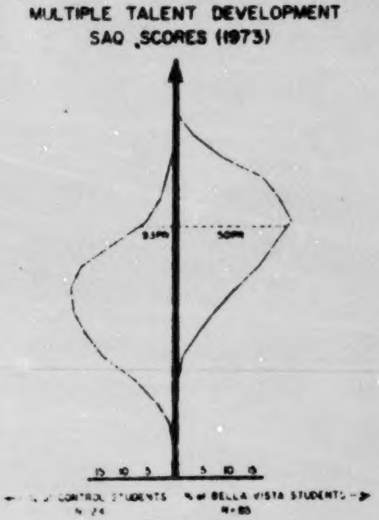
MULTIPLE TALENT DEVELOPMENT
SAQ SCORES (1973)

Figure 2

Note that the entire curve on the right for Bella Vista has moved upward compared to the curve on the left for the control schools. This means that the multiple talent teaching approach is reaching those at the bottom as well as those in the middle and at the top. This is a very important finding, indeed, that an uplifting effect occurs on all students at all levels. Figure 3 shows that the teaching-for-talent approach is highly accountable for Career Development goals by preparing students for world-of-work activities of practically all types and levels. Not only can it prepare them for entry into the career world but it can also enhance their chance to advance in their careers by developing talents that make them more promotable in organizations.

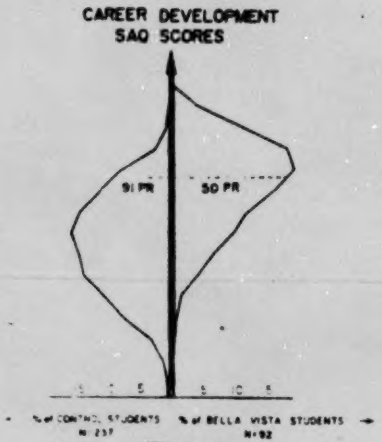
CAREER DEVELOPMENT
SAQ SCORES

Figure 3

Bella Vista trained students are performing better in junior high than a comparable group of students from a different source, winning in about 95% and tieing in about 3% of the comparisons, according to results from BYU Professor Craig's group. Again a sizeable number of the positive differences were statistically significant. Yet former Bella Vista students now like school less than control group students, remembering the school climate from which they came.

Accountability-wise, these remarkable results are all the more startling upon considering the financial input costs. A multiple talent school is an economical one to operate because it does not require lots of expensive equipment and extra materials, and it functions with a typical teacher/student ratio. Yet it is full of valuable resources, especially the well-functioning, resourceful students. Bella Vista, its Jordan District, and its state of Utah are clearly below the national average in expenditures per student. Nonetheless, it yields excellent results per dollar spent, so that the parents and other taxpayer constituents are certainly getting their money's worth in this multiple talent school.

Multiple Talent Teaching has been used on a group of mentally retarded and on another group of emotionally disturbed students by Clayton Nielson. Both of these groups flourished more in Multiple Talent Teaching situations, even against the old yardsticks of standardized achievement tests, than they had done before by using the more narrow-band, traditional teaching approach. In one New Hampshire technical college program, their dropout rate dropped sharply from 1/3rd toward zero the first year they used multiple talent teaching. Their students became more fully functioning in talents which would make them more promotable in their careers in addition to their being very marketable initially through their relevant technical training.

This talent approach has caught and held the interest of representatives of the U. S. General Accounting Office, who seek diligently for real educational change. They are not satisfied with projects which spent money that merely yielded new alternatives in education, without particularly improving education.

Final Observations

To us this approach provides the best basis available for a potent educational revolution. Not only has it emerged from sound basic research, but it has also repeatedly yielded significantly positive results on multiple criteria in classroom implementation research. It has sustained the interest of the U. S. General Accounting Office. They continue their search nationally for anything worthy of the large federal expenditures of funds for educational change instead of having so much spent down the same old drains with little or no changes occurring. This multi-talent approach is being implemented successfully in multi-districts across multi-states, with readiness for implementation in several other states.

The 1970 White House Conference on children, held once a decade, put as its number one specific recommendation to do all we can—if necessary to upset and restructure the national priorities, whatever it takes—in order to provide every child with opportunities to learn creatively, to grow creatively, and to live creatively. We have a decade of time to try to fulfill that challenge and at the same time move in the direction of Toynbee's hope that our nation's manifest destiny is to have a new burst of creativity, this time affecting the entire world. We can extend this challenge to provide every child with opportunities to unearth and grow in all of his multiple talents and to live more abundantly and become more fully functioning by more effectively learning to use his multiple talents.

Enough progress has been made so that it is now feasible to start implementing the Multiple Talent Teaching Approach widely and economically anywhere in the world, first with those teachers who are most ready. This student-centered, talent-focused approach holds the best hope of systematically reaching each and every student in our classrooms and of finding promise in all students.

Parents want the best for their children and their reactions tend to be very highly supportive to multiple talent schools. For example, parents in Mobile asked when their "Talents Unlimited" type of classrooms would be expanded district-wide, state-wide, and nation-wide. The citizenry in Polk County, Iowa strongly insisted that the Productive Thinking Project Impact be continued as most essential in their program when outside Title III funding had ended. Through PTA demands Bella Vista and Mobile projects have also written talent manuals for parents to use at home.

With everything set for widespread implementation initially in elementary schools, the greatest challenge ahead is to catalyze one or more colleges to move rapidly toward teaching for multiple talents and toward becoming colleges designed for the creatives and for other hidden talents.[4] Then it would be more difficult for secondary schools to resist changing toward developing multiple talents in their students.

As specific aids and springboards for teachers, a first manual on *Opportunities for Creativity and Communications* was created by converting samples of our many new career oriented research tests into classroom activities. This manual is most valuable in having teachers break the ice initially in teaching for talents. In addition, a second larger manual, *Igniting Creative Potential*, was produced by the Bella Vista's principal and teachers for teachers. It covers all the talents we have chosen to develop to date in classrooms, together with objectives and suggestions for evaluating students in each talent activity.

This pair of manuals for teachers can be obtained from my office in Building 404 at the University for $4.00. *Climate for Creativity* (Pergamon Press, 1972), the latest in our series of 8 published volumes on creativity, is pertinent for administrators as well as for teachers.

These direct products and by-products are now readily available for those who want to deliver the best education possible by being up-to-date with research findings—who want to unearth and ignite hidden talents and are willing to put forth a comparatively small effort to do so. In this way the school program can become better designed for the people in it. That is, the school can be designed to fit the kids, rather than having the kids fit the school. Whoever believes that education is for people can now, through these research-founded approaches, focus upon and develop more fully all persons in their classes.

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[4] A leading gerontologist recently stated that the mind is the most divine part of us and that the university should be a 40-year, not a four-year institution. We strongly *disagree* if colleges and universities keep students in subservient roles as "lifelong learners," *but heartily agree* if they will conceive of students as "lifelong thinkers" and will focus upon developing more and more of the neglected high-level talent potentials in all their students.

SUMMARY OF MULTIPLE TALENT TESTING RESULTS

AT HOPKINSVILLE MIDDLE SCHOOL

The charts that follow display the results of the talent testing at Hopkinsville Middle School by percentile ranking on eight talent areas. The charts give a grade compilation of the data. Teachers in the project were given computer-generated feedback reports on how the students in each of their classes performed on the various tests (a sample of the creativity battery feedback sheet is included in the section). These feedback reports consisted of each student's percentile ranking on each different score. A percentile is an index of the number of students in the entire school that a particular student surpassed on a given score. For example, if a student scores on the 80th percentile on a score, that student surpassed 80% of the students in the school on that particular measure. These results were obtained from testing under standardized conditions on one occasion. Test scores should always be interpreted in conjunction with all other available information.

SCORE DESCRIPTIONS ON EIGHT TALENT AREAS

Academic Performance (18 items)

The Academic Performance score is a measure of the student's ability to perform well in academic settings. The students with high Academic Performance scores report high grades and exceptional achievement in all their academic course work. They indicate that they have outstanding memories, and exceptional ability to follow through on assignments, to concentrate on school work, to study effectively, and to do difficult mathematics problems. Not having received an incomplete or a grade as low as "D" is also characteristic of these students.

Creativity (18 items)

The Creativity score assesses student creativity from biographical data. The more creative students report high levels of interest in independent learning and individual activities outside of school. They are so interested and involved in their own activities, that they don't mind a lack of friends. Students with high creativity scores report that they have become involved in hobbies to the extent that most of their time and money goes to advance their hobbies. They report that they spend a great deal of free time in reading, both fiction and nonfiction, and in studying mathematics or science. They indicate that they are interested in doing things (including school work) in different or original ways and that they frequently suggest wild ideas in discussions with their friends.

Artistic Potential (23 items)

Artistic Potential measures student appreciation for and involvement in artistic activities, including music and the visual arts. High scoring students report that they became interested in an artistic area at an early age (6 or younger) and that their interest has continued. This high level of interest is evidenced by their desire to practice or study in an artistic area during their free time, their preference for art exhibits or ballet entertainment, and their plans to major in an artistic area in college. These students report that they have entered contests in the art area of their preference, in some cases, winning prizes. Their art experiences in school, which they indicate has provided them with excellent artistic training, have helped to enrich their lives.

Leadership (25 items)

The Leadership score measures student potential to lead. The students who obtain high leadership scores report that they have frequently been involved in organized groups, both in school and the community. They have held office in and organized activities and established goals for such groups. They report that they are outstanding in getting people to coopearte with them, in getting their ideas recognized, and in getting along with people. They are considered to be leaders by their friends who frequently turn to them for advice and who are influenced in their activities and opinions by these high scoring students. The high scoring students indicate that they expect to become outstanding or very good leaders during their lives.

What Would Happen (Forecasting)

What Would Happen is a measure of a student's ability to consider consequences. The students are asked to list all the things that they can think of which would result from given occurences, such as, what would happen if everyone had more money than they do now. Two scores are provided by this instrument--immediate and remote consequences. These represent, respectively, the number of immediate consequences of the occurrence and the number of less obvious, longer-term results. A high score for immediate consequences indicates a high level of ideational fluency (divergent production of semantic units). A high score for remote consequences suggests both fluency and an ability to recognize more complex interrelationships of events.

Planning - A+

This instrument measures a student's ability to plan and organize effectively. The students are asked to place given steps for an activity in the order which would best complete the activity. There are seven such tasks. An additional task allows the students to provide and order their own steps for a given activity. Students with high scores on this instrument demonstrate an ability to recognize the steps necessary for completion of an activity and to correctly order those steps.

Fun With Dots (Creativity)

This instrument is designed to measure student flexibility and originality. The students are presented with incomplete dotted outlines of various objects. They are to connect the dots in such a way as to make a completed object that "no one else will think of." The originality score is measured by the total number of uncommon responses. The flexibility score is obtained from the number of different classes of objects which the student drew.

Decisions

This instrument measures problem-solving ability. Students are asked what they would do in several problem situations. They are instructed to list their best solutions first, but to list as many as possible, assuming that their earlier solutions would not work. Two scores are obtained from this instrument--realistic and unrealistic. A high score on the realistic portion of this instrument indicates that the student is able to think of many effective solutions to problems. A high unrealistic score indicates a high level of ideational fluency.

7TH AND 8TH GRADE STUDENTS AT H.M.S. (6TH AND 7TH WHEN TESTED) WHO SCORED AT THE 80TH PERCENTILE OR ABOVE IN EIGHT TALENT AREAS TESTED.

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420 students (72 %) of 583 scored at the 80th percentile or above in at least one category.

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167 students (29 %) of 583 scored in one category at 50th percentile or above.

110 students (19 %) of 583 scored in two categories at 50th percentile or above.

70 students (12 %) of 583 scored in three categories at 50th percentile or above.

73 students (12.5%) of 583 scored in four or more categories at 50th percentile or above.

Talent areas tested include:

Academic Performance, Creativity (Biographical Inventory), Artistic Potential, Leadership, Realistic Decisions, Forecasting, Creativity (flexibility), Creativity (originality) and Planning.

7TH AND 8TH GRADE STUDENTS AT H.M.S. (6TH AND 7TH WHEN TESTED) WHO SCORED AT THE 50TH PERCENTILE OR ABOVE IN EIGHT TALENT AREAS TESTED.

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575 students (98.6%) of 583 scored at the 50th percentile or above in at least one category.

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30 students (5 %) of 583 scored in one category at 50th percentile or above.

57 students (10 %) of 583 scored in two categories at 50th percentile or above.

83 students (14 %) of 583 scored in three categories at 50th percentile or above.

405 students (69 %) of 583 scored in four or more categories at 50th percentile or above.

Talent areas tested include:

Academic Performance, Creativity (Biographical Inventory), Artistic Potential, Leadership, Realistic Decisions Forecasting, Creativity (flexibility), Creativity (originality) and Planning.

9TH GRADE STUDENTS AT H.M.S. (8TH GRADERS WHEN TESTED) WHO SCORED AT THE 50TH PERCENTILE OR ABOVE IN EIGHT TALENT AREAS TESTED.

287 students (100%) of 287 scored 50% or above in at least one category.

15 students (5%) of 287 scored in one category at 50th percentile or above.

27 students (9%) of 287 scored in two categories at 50th percentile or above.

40 students (14%) of 287 scored in three categories at 50th percentile or above.

205 students (71%) of 287 scored in four or more categories at 50th percentile or above.

Talent areas tested include:

Academic Performance, Creativity (Biographical Inventory), Artistic Potential, Leadership, Realistic Decisions Forecasting, Creativity (flexibility), Creativity (originality) and Planning.

PRINTOUT SAMPLE PROVIDED TO TEACHERS

CREATIVITY BATTERY--MURRAY STATE--MAY 1976

STUDENT NAME	ID	STUDENT PERCENTILES								
		PLANNING A	FUN WITH DOTS				DECISIONS		WHAT WOULD HAPPEN	
			FLEXIBILITY	ORIGINALITY	USE OF SPACE	MULT. IMAGE RESPONSE	REALISTIC	UNREALISTIC	IMMEDIATE	REMOTE
Scott	1065439	57	66	62	87	27	89	95	44	36
Alisa	1125440	88	73	78	74	27	57	99	95	14
Kim	1195470	39	66	36	39	27	43	65	44	20
Reginald	1360379	35	50	45	39	27	30	32	52	14
Stacy	1150380	73	58	21	23	27	95	48	89	14
Melissa	1160381	83	73	54	23	27	99	9	95	74
Howard	1160383	52	58	11	23	27	81	9	89	27
Terry	1135442	1	1	21	74	68	19	19	13	20
Susan	1265443	35	8	28	23	68	30	65	99	27
Betty	1265441	80	73	92	57	27	30	90	95	46
Randy	1150384	73	58	62	87	27	89	65	89	14
Mike	1360385	61	66	28	57	68	95	19	74	27
Angela	1360386	83	73	45	23	27	81	32	52	55
Jill	1360412	52	66	36	23	68	70	65	29	87
Dianne	1135445	1	2	5	23	27	2	32	4	14

CREATIVITY BATTERY CONTINUED

		STUDENT PERCENTILES								
		PLANNING A	FUN WITH DOTS				DECISIONS		WHAT WOULD HAPPEN	
STUDENT NAME	ID		FLEXIBILITY	ORIGINALITY	USE OF SPACE	MULT. IMAGE RESPONSE	REALISTIC	UNREALISTIC	IMMEDIATE	REMOTE
Kenneth	1030387	83	27	62	39	68	70	32	23	36
Stevie	1145447	31	73	62	57	27	11	48	44	20
William	1160388	61	2	21	74	27	57	9	29	36
Susan	1360389	83	73	54	23	27	57	9	60	65
Gloria	1360390	61	34	21	23	27	43	89	52	36

MULTI-TALENT ACTIVITIES AND STUDENT PRODUCTS

by

TALENT AREAS AND SUBJECT EMPHASIS

MULTI-TALENT ACTIVITIES AND STUDENT PRODUCT

TALENT AREA: Creativity

SUBJECT AREA: English

LESSON TITLE: Cliches

BASIC IDEA(S) BEING TAUGHT IN THIS LESSON: Students were made aware that some cliches are worn-out and that a little imagination is all it takes to invent new ones.

TYPE OF GROUPING NEEDED: Individual

SPECIAL MATERIALS NEEDED: Examples of worn-out cliches

TALENT ACTIVITY DESCRIBED:

The student is given examples of cliches that are worn-out. Then they compose their own fresh "cliches."

CREATIVITY

By Steve Freeland

1. Quick as a roadrunner with its tail on fire.
2. Green as the Green Giant with grass stains.
3. Strong as lindburger cheese dipped in skunk juice.
4. Soft as cotton with fabric softener in it.
5. Hungry as Hungry Jack with a cracker crumb.
6. Tall as the Sears Tower with high heeled shoes on.
7. Sharp as a tack.
8. Slow as a 1,000 pound car with a 2,000 pound load.
9. Smoothe as a knife.
10. White as Elmers Glue bleached.

MULTI-TALENT ACTIVITIES AND STUDENT PRODUCT

TALENT AREA: Creativity

SUBJECT AREA: Eighth Grade Science

LESSON TITLE: Materials of the Earth

BASIC IDEA(S) BEING TAUGHT IN THIS LESSON: Crystal formation in minerals.

TYPE OF GROUPING NEEDED: Individual

SPECIAL MATERIALS NEEDED: Paper and pencil

TALENT ACTIVITY DESCRIBED:

Create a cartoon showing crystal formation.

Growing Crystals

MULTI-TALENT ACTIVITIES AND STUDENT PRODUCT

TALENT AREA: Creativity

SUBJECT AREA: 7th Grade Life Science

LESSON TITLE: Homeostasis

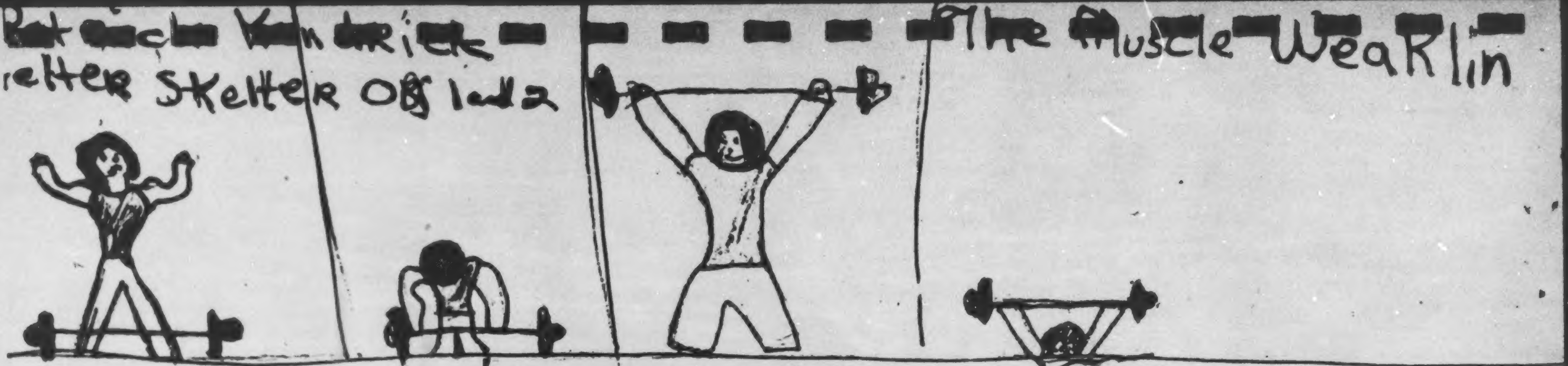
BASIC IDEA(S) BEING TAUGHT IN THIS LESSON: Definition of the words "stimulus and response."

TYPE OF GROUPING NEEDED: Individual

SPECIAL MATERIALS NEEDED: Drawing paper, pencils and colors.

TALENT ACTIVITY DESCRIBED:

Draw three cartoon sequences showing different "stimulus-response" situations. Each sequence should be colored and contain at least three frames.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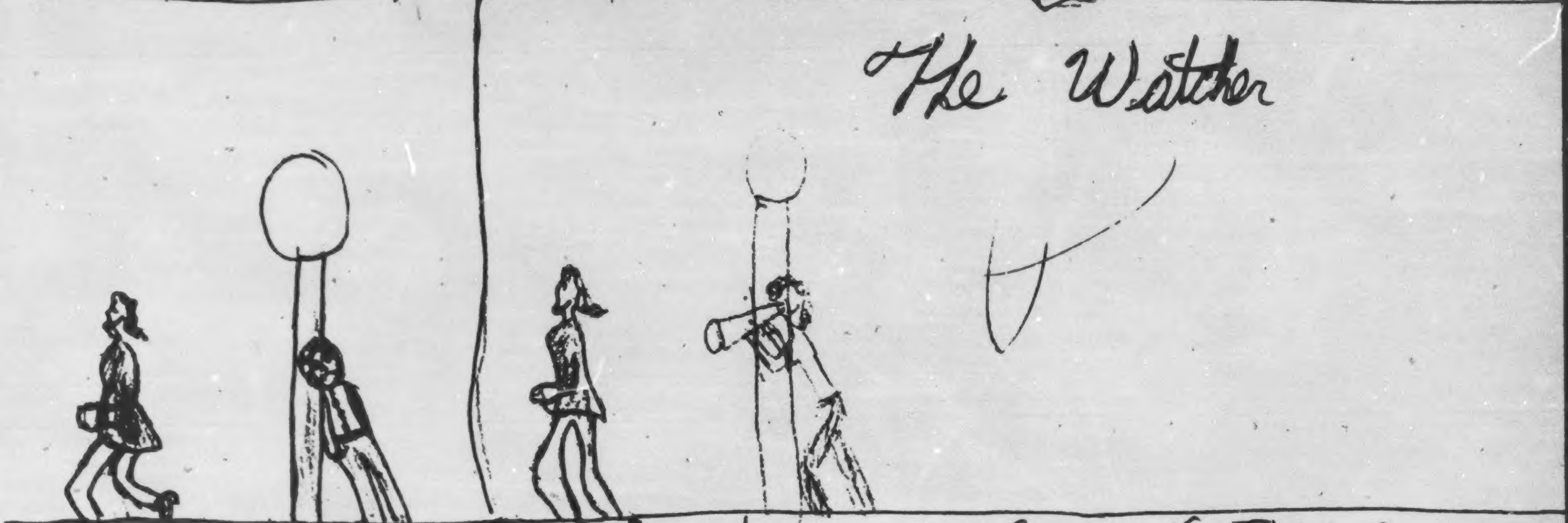
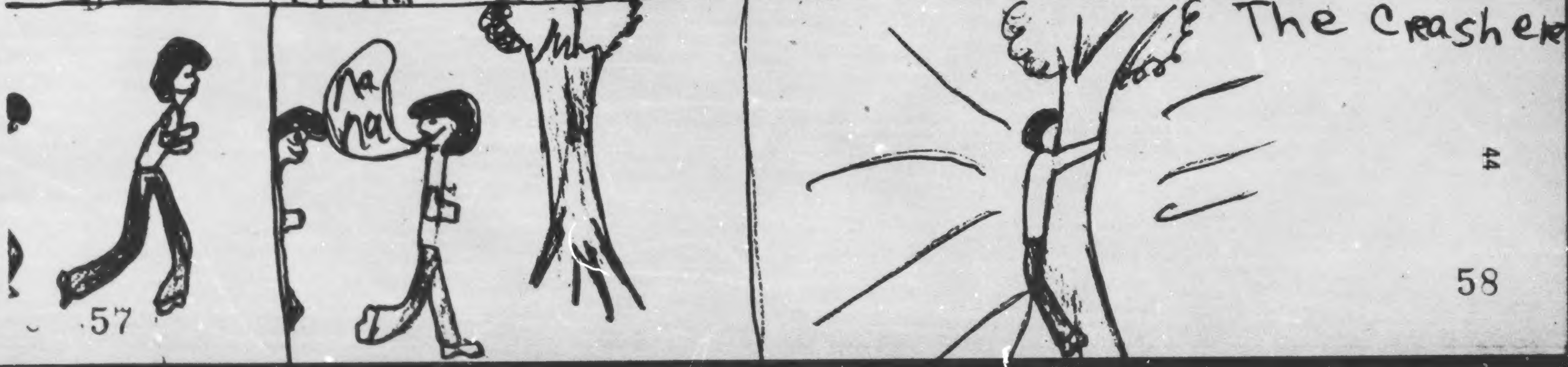

The Watcher


The Crasher
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MULTI-TALENT ACTIVITIES AND STUDENT PRODUCT

TALENT AREA: Creativity

SUBJECT AREA: Reading Improvement

LESSON TITLE: Character Sketch of An Action Book

BASIC IDEA(S) BEING TAUGHT IN THIS LESSON: To improve the students' ability to practice his reading skills.

TYPE OF GROUPING NEEDED: Individual

SPECIAL MATERIALS NEEDED: Character sketch, paper and pencil

TALENT ACTIVITY DESCRIBED:

After reading one of the Action books the student completes the drawing and description of their character on the character sketch sheet.

CHARACTER SKETCH

Name of Story: ____________

Author: ____________

My name is:

Date:

Describe your Character

How old was your character

Adjectives to describe your character

DRAW YOUR CHARACTER HERE

Write 5 sentences about your character

Why did or didn't you adm your character?

Was he or she the hero of the story? Why or why not?

New words from the story

MULTI-TALENT ACTIVITIES AND STUDENT PRODUCT

TALENT AREA: Creativity

SUBJECT AREA: Social Studies

LESSON TITLE: Westward Expansion

BASIC IDEA(S) BEING TAUGHT IN THIS LESSON: The reasons for going West, the hardships faced by those going West.

TYPE OF GROUPING NEEDED: Individual

SPECIAL MATERIALS NEEDED: Pencil, paper and coloring pencils.

TALENT ACTIVITY DESCRIBED:

The students were told to create a poster that would encourage people to to West. This activity was part of the unit and no time limit was given.

GOLD

This is your chance, your one and only chance to get rich! Come one, Come all to the mines and Rivers of California. Here you can pan + mine for gold

** PLUS **

[illegible] ch !!!

[illegible] three major
[illegible] get there. So
[illegible] old
[illegible] u.
[illegible] er

MULTI-TALENT ACTIVITIES AND STUDENT PRODUCT

TALENT AREA: Creativity

SUBJECT AREA: Music

LESSON TITLE: A New Instrument

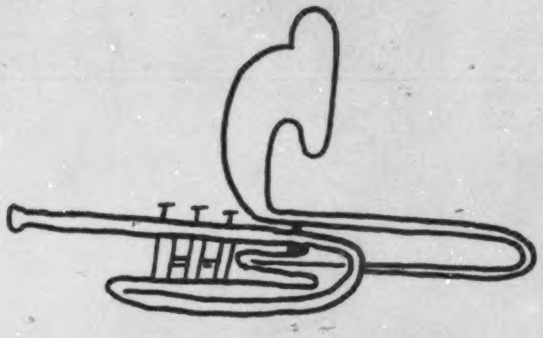
BASIC IDEA(S) BEING TAUGHT IN THIS LESSON: A creativity stretcher exercise.

TYPE OF GROUPING NEEDED: Individual

SPECIAL MATERIALS NEEDED: None

TALENT ACTIVITY DESCRIBED:

Invent a new-fangled musical instrument.



CORNTROMTUBA

Combination of a cornet, trombone,
and a tuba

MULTI-TALENT ACTIVITIES AND STUDENT PRODUCT

TALENT AREA: Creativity

SUBJECT AREA: Math

LESSON TITLE: Curves Using Straight Lines--Non-Metric Geometry

BASIC IDEA(S) BEING TAUGHT IN THIS LESSON: Line segments, points, acute angles, right angles and obtuse angles.

TYPE OF GROUPING NEEDED: Individual

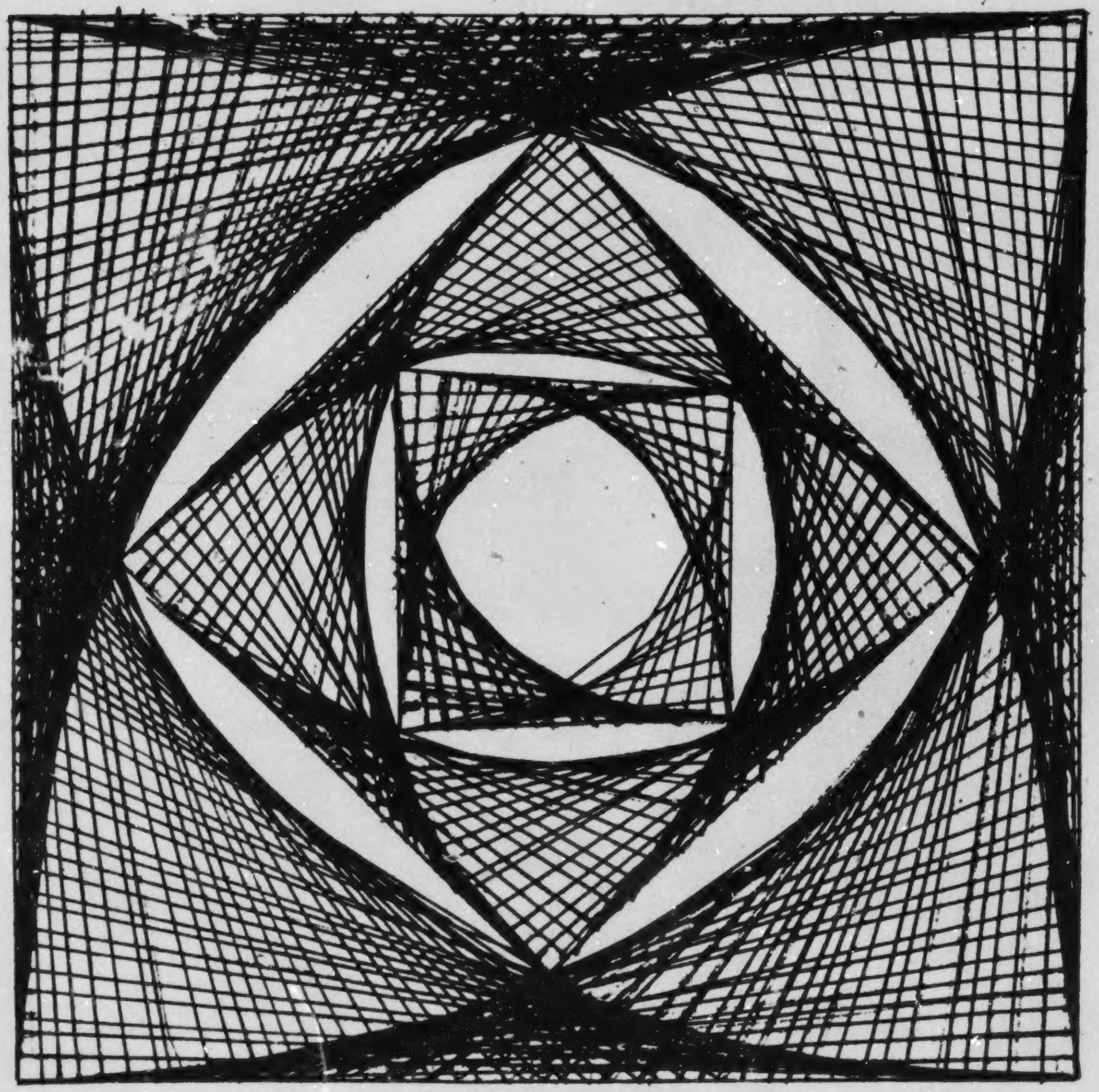
SPECIAL MATERIALS NEEDED: Paper, pencils, pens and rulers.

TALENT ACTIVITY DESCRIBED:

Students will make right angles by (1) starting at the pink margin of their notebook paper and drawing a line across the top of the notebook paper, and (2) from the end of this line, a straight line will be drawn down the paper.

Using their newly made right triangle, students will mark off points of 1/4 or 1/8th inch along each line, starting at the vertex. They will then draw lines connecting the point at the extreme right or the top line to the first point below the vertex on the vertical line segment. They should continue until all points are connected.

The same procedure of marking off equal distance is used for both acute and obtuse angles. (Student examples are given.)



Anita Pryor
3rd peroid

MULTI-TALENT ACTIVITIES

TALENT AREA: Creativity

SUBJECT AREA: English

LESSON TITLE: Sentence Pattern

BASIC IDEA(S) BEING TAUGHT IN THIS LESSON: The structure of sentences through the study of sentence patterns.

TYPE OF GROUPING NEEDED: Individual

SPECIAL MATERIALS NEEDED: Paper and pencil (ink or typewritten)

TALENT ACTIVITY DESCRIBED:

Create a project that will explain the five sentence patterns studied.

MULTI-TALENT ACTIVITIES

TALENT AREA: Creativity

SUBJECT AREA: English

LESSON TITLE: Prepositional Phrases

BASIC IDEA(S) BEING TAUGHT IN THIS LESSON: Encouraging Students to study the preposition list in textbook and then apply their knowledge of prepositional phrases.

TYPE OF GROUPING NEEDED: Individual

SPECIAL MATERIALS NEEDED: Examples of picture phrases

TALENT ACTIVITY DESCRIBED:

Create picture prepositional phrases. Make certain the phrase begins with a preposition and ends with an object.

MULTI-TALENT ACTIVITIES

TALENT AREA: Creativity

SUBJECT AREA: English

LESSON TITLE: Illustrated Words

BASIC IDEA(S) BEING TAUGHT IN THIS LESSON: Words can be visual as well as verbal.

TYPE OF GROUPING NEEDED: Individual

SPECIAL MATERIALS NEEDED: Examples of Illustrated Words

TALENT ACTIVITY DESCRIBED:

Students were given examples of Illustrated Words and were to invent other illustrative writings.

MULTI-TALENT ACTIVITIES

TALENT AREA: Creativity

SUBJECT AREA: English

LESSON TITLE: Alliteration

BASIC IDEA(S) BEING TAUGHT IN THIS LESSON: Alliteration is the repitition of like consonant sounds.

TYPE OF GROUPING NEEDED: Individual

SPECIAL MATERIALS NEEDED: Examples of alliteration

TALENT ACTIVITY DESCRIBED:

The student was given letters and told to compose sentences illustrating alliteration.

MULTI-TALENT ACTIVITIES

TALENT AREA: Creativity

SUBJECT AREA: English

LESSON TITLE: Adjectives Unlimited

BASIC IDEA(S) BEING TAUGHT IN THIS LESSON: Using a variety of vivid adjectives rather than overused, plain adjectives.

TYPE OF GROUPING NEEDED: Individual

SPECIAL MATERIALS NEEDED: Paper and pencil

TALENT ACTIVITY DESCRIBED:

Write a commercial for an imaginary product that you have invented. Use a variety of colorful, vivid adjectives to describe the product. You may use testimonials, test results, diagrams, or drawings.

MULTI-TALENT ACTIVITIES

TALENT AREA: Creativity

SUBJECT AREA: Science

LESSON TITLE: Litter Machine

BASIC IDEA(S) BEING TAUGHT IN THIS LESSON:

TYPE OF GROUPING NEEDED: Individual

SPECIAL MATERIALS NEEDED: None

TALENT ACTIVITY DESCRIBED:

Invent a litter machine--a machine that could profitably use some type of litter (magazines, newspapers, tires, bottles and caps, cans). You may write about your machine or draw it.

MULTI-TALENT ACTIVITIES

TALENT AREA: Creativity

SUBJECT AREA: 7th Grade Life Science

LESSON TITLE: Homeostasis

BASIC IDEA(S) BEING TAUGHT IN THIS LESSON: Develops an understanding in students of how drugs disrupt the nervous system and the total homeostasis of the body.

TYPE OF GROUPING NEEDED: Individually from center.

SPECIAL MATERIALS NEEDED: Old magazines, drawing paper, glue, and drawing pencils.

TALENT ACTIVITY DESCRIBED:

You are to make a mosaic of old magazines or anything else that relates to you, what it is to be "high."

OR

You are to do a color drawing of what it is to be "high."

MULTI-TALENT ACTIVITIES

TALENT AREA: Creativity

SUBJECT AREA: Reading Improvement

LESSON TITLE: Following Directions

BASIC IDEA(S) BEING TAUGHT IN THIS LESSON: To improve students' ability to follow directions.

TYPE OF GROUPING NEEDED: Individual

SPECIAL MATERIALS NEEDED: Baseball Creativity Sheet and a pencil

TALENT ACTIVITY DESCRIBED:

The students are asked to notice the baseball bat in the man's hand and list as many uses for this object as they can.

MULTI-TALENT ACTIVITIES

TALENT AREA: Creativity

SUBJECT AREA: Social Studies

LESSON TITLE: Mapping A Creative Country

BASIC IDEA(S) BEING TAUGHT IN THIS LESSON: Basic map skills.

TYPE OF GROUPING NEEDED: Individual

SPECIAL MATERIALS NEEDED: Color markers, poster board.

TALENT ACTIVITY DESCRIBED:

Create an original map of a make-believe country. The map is to be as unique as possible. Give your country a name. Include cities, lakes, rivers, etc.

MULTI-TALENT ACTIVITIES

TALENT AREA: Creativity

SUBJECT AREA: Social Studies

LESSON TITLE: Westward Expansion

BASIC IDEA(S) BEING TAUGHT IN THIS LESSON: Life during the Gold Rush.

TYPE OF GROUPING NEEDED: Individual

SPECIAL MATERIALS NEEDED: Paper and pen or pencil.

TALENT ACTIVITY DESCRIBED:

The student was asked to create a concentration puzzle about a fact discovered in their study of the Gold Rush.

MULTI-TALENT ACTIVITIES

TALENT AREA: Creativity

SUBJECT AREA: Social Studies

LESSON TITLE: The History Of Our Flag

BASIC IDEA(S) BEING TAUGHT IN THIS LESSON: The purpose of this lesson was to instill in the students a greater love for their country and specifically a greater respect for our flag.

TYPE OF GROUPING NEEDED: Individual

SPECIAL MATERIALS NEEDED: None other than pencil and paper.

TALENT ACTIVITY DESCRIBED:

After studying the history of our flag, the teacher asked the students to create a poem that shows love and respect for the flag and our country.

MULTI-TALENT ACTIVITIES

TALENT AREA: Creativity

SUBJECT AREA: Social Studies

LESSON TITLE: Western Expansion

BASIC IDEA(S) BEING TAUGHT IN THIS LESSON: How the U.S. expanded from 1783-1854.

TYPE OF GROUPING NEEDED: Individual

SPECIAL MATERIALS NEEDED: Coloring pencils and manila folder

TALENT ACTIVITY DESCRIBED:

The students were asked to create a drawing for their folder cover. This drawing was to show something about western expansion.

MULTI-TALENT ACTIVITIES

TALENT AREA: Creativity

SUBJECT AREA: Library

LESSON TITLE: Locating Books With A Library Map

BASIC IDEA(S) BEING TAUGHT IN THIS LESSON:

TYPE OF GROUPING NEEDED: Individual

SPECIAL MATERIALS NEEDED: None

TALENT ACTIVITY DESCRIBED:

Make a library map to be used by a new student to locate books and other materials in our library.

MULTI-TALENT ACTIVITIES

TALENT AREA: Creativity

SUBJECT AREA: Industrial Arts

LESSON TITLE: Become A Piece Of Furniture

BASIC IDEA(S) BEING TAUGHT IN THIS LESSON: Teaches the student to think about the basic design of furniture.

TYPE OF GROUPING NEEDED: Individual

SPECIAL MATERIALS NEEDED: None

TALENT ACTIVITY DESCRIBED:

Describe what it would be like to be a piece of furniture.

MULTI-TALENT ACTIVITIES

TALENT AREA: Creativity

SUBJECT AREA: Typing

LESSON TITLE: Composing At The Typewriter

BASIC IDEA(S) BEING TAUGHT IN THIS LESSON: The student learns to type materials other than prepared copy. This way he learns to think as he types.

TYPE OF GROUPING NEEDED: Class

SPECIAL MATERIALS NEEDED: None

TALENT ACTIVITY DESCRIBED:

The student in the front seat of each row begins composing a story. After 20 seconds he removes his paper and hands it to the student behind him. That student reads what has been written then adds more to the story and passes it back to the next student and so on. The last student in the row reads story aloud.

MULTI-TALENT ACTIVITIES

TALENT AREA: Creativity

SUBJECT AREA: Typing

LESSON TITLE: Holiday Game

BASIC IDEA(S) BEING TAUGHT IN THIS LESSON: To touch type and compose on the typewriter.

TYPE OF GROUPING NEEDED: Class

SPECIAL MATERIALS NEEDED: None

TALENT ACTIVITY DESCRIBED:

Words associated with an upcoming holiday are written on the blackboard. Students are to type words using letters found in these words. No proper nouns are allowed.

MULTI-TALENT ACTIVITIES

TALENT AREA: Creativity

SUBJECT AREA: Spanish I

LESSON TITLE: El Piso Nuevo (The New Apartment)

BASIC IDEA(S) BEING TAUGHT IN THIS LESSON: Vocabulary for a new apartment and telling what it is like.

TYPE OF GROUPING NEEDED: Individual

SPECIAL MATERIALS NEEDED: Paper and pencil.

TALENT ACTIVITY DESCRIBED:

Make a "seek and find" puzzle using all nouns of the unit.

MULTI-TALENT ACTIVITIES

TALENT AREA: Creativity

SUBJECT AREA: Math

LESSON TITLE: Fun With Measuring

BASIC IDEA(S) BEING TAUGHT IN THIS LESSON:

TYPE OF GROUPING NEEDED: Individual

SPECIAL MATERIALS NEEDED: None

TALENT ACTIVITY DESCRIBED:

How many ways can you measure one gallon?

MULTI-TALENT ACTIVITIES AND STUDENT PRODUCT

TALENT AREA: Planning

SUBJECT AREA: English

LESSON TITLE: Short Story

BASIC IDEA(S) BEING TAUGHT IN THIS LESSON: Comprehension of the setting in the story "A Secret For Two" by Quinten Reynolds.

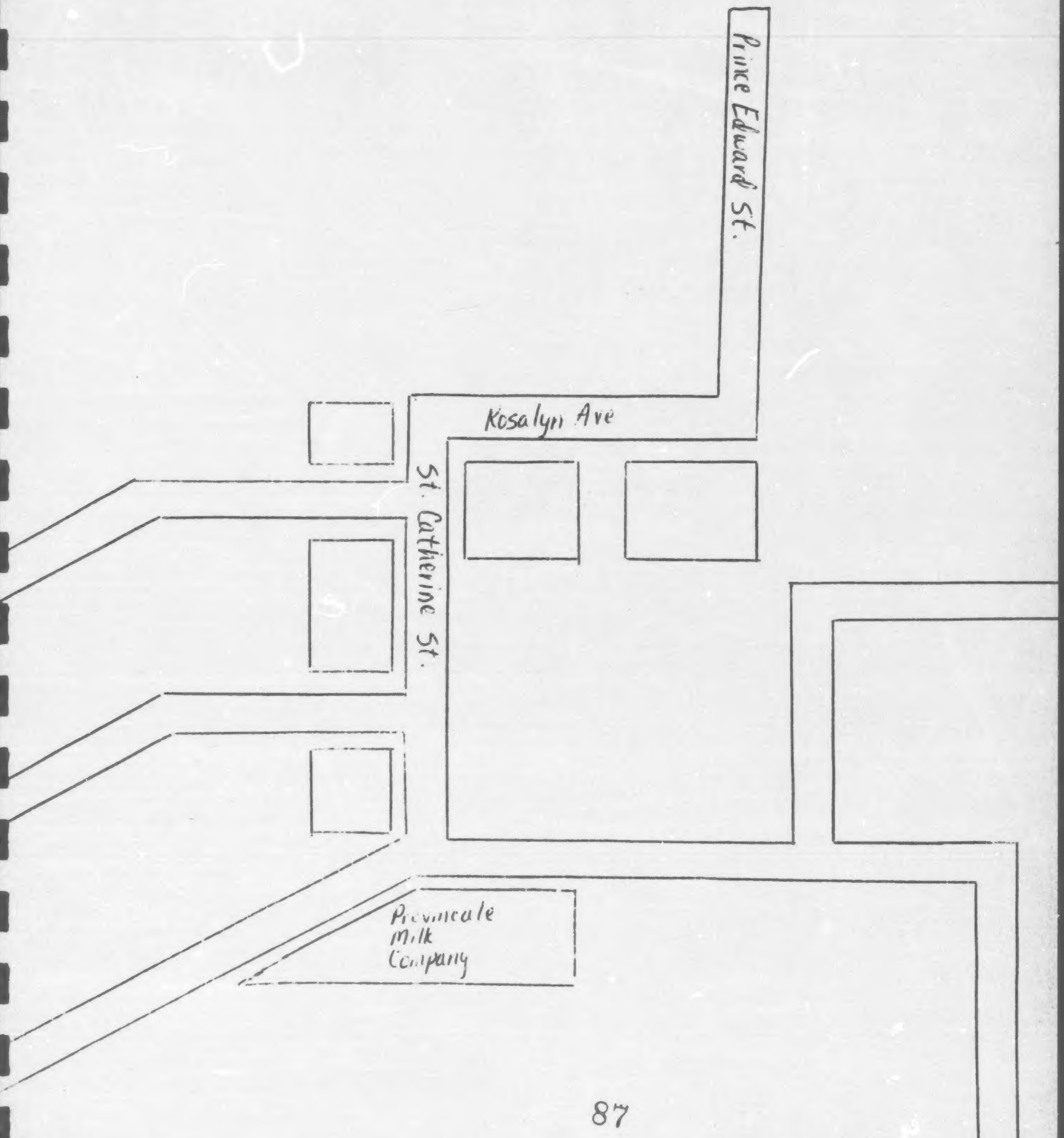
TYPE OF GROUPING NEEDED: Individual

SPECIAL MATERIALS NEEDED: Pencil and paper

TALENT ACTIVITY DESCRIBED:

Look at the paragraph in the story that describes Pierre's milk route. Draw a map of the milk route as it is described in the paragraph.

Pierre's Milk Route


Prince Edward St.
Rosalyn Ave
St. Catherine St.
Provincale Milk Company

MULTI-TALENT ACTIVITIES AND STUDENT PRODUCT

TALENT AREA: Planning

SUBJECT AREA: Eighth Grade Science

LESSON TITLE: Materials of the Earth

BASIC IDEA(S) BEING TAUGHT IN THIS LESSON: Properties of minerals and rocks, their classification and identification.

TYPE OF GROUPING NEEDED: Individual or group project

SPECIAL MATERIALS NEEDED: None

TALENT ACTIVITY DESCRIBED:

Plan a day long class trip to Mammoth Cave.

PLANNING A TRIP TO MAMMOTH CAVE

Mr. Love is driving bus 100.

Mr. Spann is driving bus 82.

1. Call down to Mammoth Cave and set the best date to come.
2. Tell the students when and what time and the things they will need.
3. Make out permission slips for parents to sign and get back in before trip.
4. We will leave school at 9:00 that next Monday. We should arrive at Mammoth Cave at 11:00.
5. Tour the cave and at 12:45 we stop for water.
6. At 1:00 we eat lunch.
7. At 1:30 we go to the Gift Shop.
8. At 1:45 we start back to the school and we should get here about 2:45, no later than 10 minutes til 3:00, so the children will get there to catch their bus for home.

MULTI-TALENT ACTIVITIES AND STUDENT PRODUCT

TALENT AREA: Planning

SUBJECT AREA: 7th Grade Life Science

LESSON TITLE: Homeostasis

BASIC IDEA(S) BEING TAUGHT IN THIS LESSON: An understanding of how drugs disrupt the nervous system and the total homeostasis of the body.

TYPE OF GROUPING NEEDED: Individually in center.

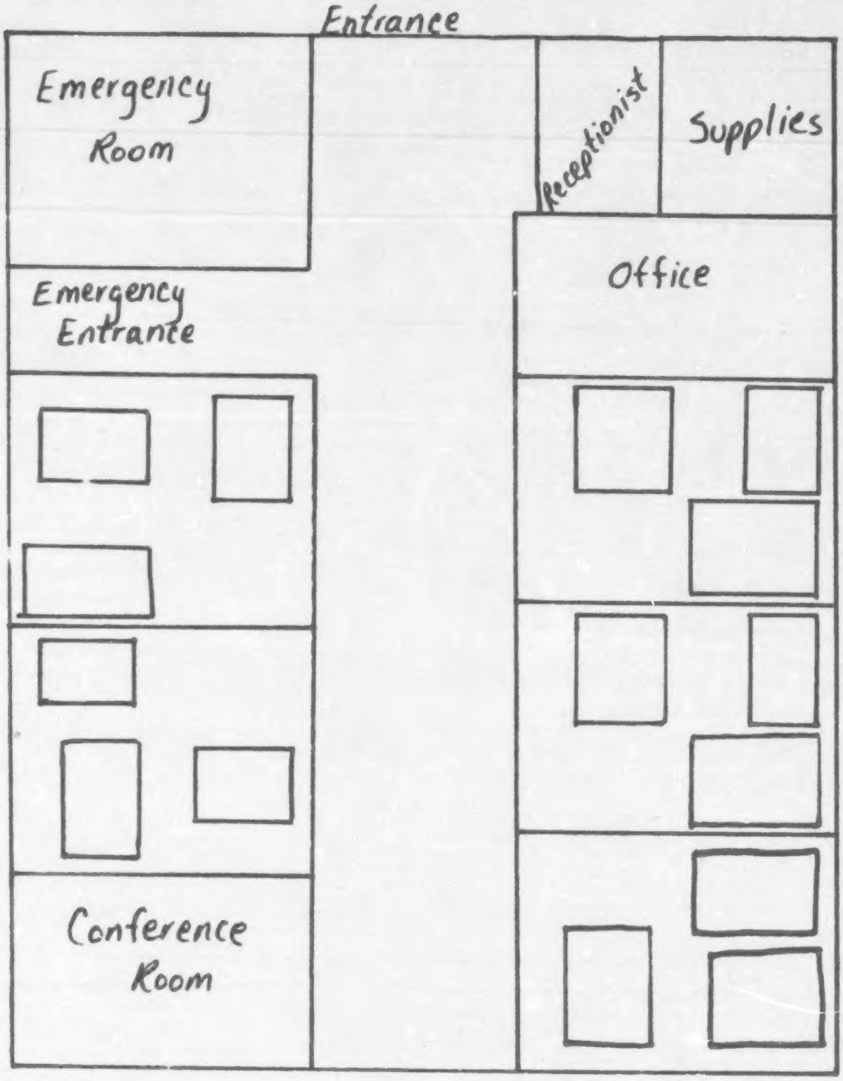
SPECIAL MATERIALS NEEDED: Drawing paper and rulers. (Drafting materials opt.)

TALENT ACTIVITY DESCRIBED:

You are to plan a drug rehabilitation center. This will be a place to treat people with drug problems. You are to include the following:

1. Plan the building and make a sketch of the floor plan.
2. Plan the staff. Name the people and what their qualifications should be.
3. Plan how you would treat the patients.

1.


Entrance
Emergency Room
Receptionist
Supplies
Office
Emergency Entrance
Conference Room

2. 1 Medical Doctor
   1 Psychiatrist
   1 Psychologist
   15 Nurses
   3 Receptionists

3. The first step is to withdraw the addict from drugs gradually. Because abrupt withdrawal of drugs causes unnecessary suffering from abstinence sickness.

   After an addict has been withdrawn completely from drugs, he feels irritable and restless for several weeks or months. During the recovery period, doctors do everything they can to strengthen the patient both physically and mentally.

MULTI-TALENT ACTIVITIES AND STUDENT PRODUCT

TALENT AREA: Planning

SUBJECT AREA: Reading Improvement

LESSON TITLE: Following Directions

BASIC IDEA(S) BEING TAUGHT IN THIS LESSON: To improve the students' ability to follow directions.

TYPE OF GROUPING NEEDED: Individual

SPECIAL MATERIALS NEEDED: Planning a Fun Day Activity Sheet and a pencil

TALENT ACTIVITY DESCRIBED:

Using the topic of "Planning a Fun Day" the students will:

1. List what they would like to do.
2. List things needed for carrying out the days activities.
3. List any problems that might happen that day.

PLANNING A FUN DAY

By Betty Wimberly

1. List what you would like to do.
   - A. Go shopping
   - B. Go stay all night with someone
   - C. Teach
   - D. Play ball
   - E. Read a book
2. Things needed for the day.
   - A. Money
   - B. Car
   - C. Clothes
   - D. Education
   - E. Pencil
   - F. Paper
   - G. Team
   - H. Ball
   - I. Book
3. List any problems that might happen that day.
   - A. I may loose my money.
   - B. I may get into trouble.
   - C. I may not get all my credits.
   - D. I may get badly hurt.
   - E. The book may get misplaced.

MULTI-TALENT ACTIVITIES AND STUDENT PRODUCT

TALENT AREA: Planning

SUBJECT AREA: Social Studies

LESSON TITLE: Westward Expansion

BASIC IDEA(S) BEING TAUGHT IN THIS LESSON: Texan war for independence

TYPE OF GROUPING NEEDED: Individually or group.

SPECIAL MATERIALS NEEDED: Pen, pencil and tape recorder.

TALENT ACTIVITY DESCRIBED:

Plan a newscast connected with an event in Texas. Record it and play for class.

TEXAS

By Nathan Farmer

We are here at San Juacinto where the Texans and Mexicans are fighting. The Mexicans say they are fighting for their land and the Texans say they are fighting for their land too. The fighting here is fierce, bodies laying everywhere. The Texans are yelling "remember the Alamo, remember the Alamo."

Mr. Houston, why are your men yelling, "remember the Alamo?"

Mr. Houston answered, "They want revenge for the slaughtering they did to our men. Maybe I'll be able to talk to you after the battle if I'm still alive."

Well there goes Mr. Houston to the battle where still a fierce and bloody battle is being fought.

(Later that evening) The Texans have won. They have defeated the Mexicans in a bloody battle.

Mr. Houston, this battle has won you Texas, is that not true.

"Yes this battle has won Texas for us." Mr. Houston said bravely.

Mr. Houston what will you call your government?

"The Lone Star Republic." Mr. Houston replied.

Mr. Houston, lots of people want you to be the President of The Lone Star Republic, will you accept the office.

"Maybe if I have no more battles to fight and if I live long enough." Answered Mr. Houston.

That raps it up here at San Juacinto. See you later on the 10 o'clock news.

MULTI-TALENT ACTIVITIES AND STUDENT PRODUCT

TALENT AREA: Planning

SUBJECT AREA: Home Economics

LESSON TITLE: Menu, Please!

BASIC IDEA(S) BEING TAUGHT IN THIS LESSON: Students will select appealing meals from a menu within a limited price range.

TYPE OF GROUPING NEEDED: Individual

SPECIAL MATERIALS NEEDED: Printed menu, paper, and pencil.

TALENT ACTIVITY DESCRIBED:

The student is going on a five day trip. Since he is staying in a motel, he will eat all meals out. Plan five dinners using the "Cook's Nook" restaurant menu. The student must include an appetizer, main course, two vegetables and a beverage in each dinner. Desserts are optional. There is a budget of $25.00 for these meals. Try to spend all the money but don't go over $25.00. Do not include tax or tips in the calculations.

What was the expenditure per meal?

What was the total cost of all the dinners?

How much would the student receive from the $25.00 after paying for all the meals?

COOK'S NOOK RESTAURANT

DESSERTS

Apple Pie	$ .69
Chocolate Layer Cake	.55
Hot Fudge Cake	.69
Fresh Strawberry Pie	.75
Cheese Cake	.87
Cherry Cobbler	.75
Pecan Pie	.75
Ice Cream Sundae (choice of ice cream) with Nuts and Whipped Cream	.85
Banana Split	.95

BEVERAGES

Milk (white or chocolate)	(glass)	$ .20
Ice Tea	(glass)	.20
Coffee	(cup)	.35
Coke, 7-UP, Orange	(glass)	.25, .35, .45

DINNER MENU

APPETIZERS

Lime Gelatin Salad	$ .45
Tomato Juice	.49
Fresh Fruit Cup	.65
Shrimp Cocktail	1.09
Tossed Green Salad with Choice of Dressing	.65
French Onion Soup	cup .45, bowl .65

ADD 10¢ EXTRA FOR BLUE CHEESE DRESSING

MAIN COURSES

Steamship Round of Roast Beef	$3.98
Fresh Lobster Tails with Butter Sauce	4.98
Baked Lasagna	2.29
Rib-eye Steak (8 oz.)	4.98
Baked Ham	2.05
Fried Chicken (Southern Style)	1.99
Baked Pork Chops	3.25
Roast Turkey	2.25
Baked Fillet of Haddock	1.59

DINNER INCLUDES ROLLS AND CORN BREAD

VEGETABLES

Corn-on-the-cob	$ .50
Stuffed Tomato	.40
Brocolli with Cheese Sauce	.49
Parsley Potatoes	.39
Baked Acorn Squash	.49
Green Beans with Almonds	.35
Cole Slaw	.39
Baked Potato	.40
Baked Beans	.39
Black-eyed Peas	.35
Collard Greens	.39

John Pyle

1st Meal:	Lime Gelatin Salad	$ .45
	Baked Pork Chops	3.25
	Corn-on-the-cob	.50
	Chocolate Layer Cake	.55
	Coke	.25
	Total	$5.00
2nd Meal:	Roast Turkey	$2.25
	Baked Potato	.40
	Stuffed Tomato	.40
	Fresh Strawberry Pie	.75
	Coke	.25
	Banana Split	.95
	Total	$5.00
3rd Meal:	Shrimp Cocktail	$1.09
	Fresh Lobster Tails	4.98
	Brocolli with Cheese Sauce	.49
	Baked Squash	.49
	Banana Split	.95
	Milk	.20
	Total	$8.20
4th Meal:	Baked Ham	$2.05
	Baked Potato	.40
	Corn-on-the-cob	.50
	Milk	.20
	Coffee	.35
	Total	$3.40
5th Meal:	French Onion Soup	$ .45
	Roast Turkey	2.25
	Corn-on-the-cob	.50
	Ice Tea	.20
	Total	$3.40

Total of Five Meals $25.00

MULTI-TALENT ACTIVITIES AND STUDENT PRODUCT

TALENT AREA: Planning

SUBJECT AREA: Math

LESSON TITLE: Plan a Vacation (5 days--$500)

BASIC IDEA(S) BEING TAUGHT IN THIS LESSON: The students are to plan and determine the cost of a five day trip.

TYPE OF GROUPING NEEDED: Small group or individual work

SPECIAL MATERIALS NEEDED: Vacation brochures from travel or state tourist agencies, atlas, paper and pen.

TALENT ACTIVITY DESCRIBED:

Students are given a packet of vacation brochures from all over the United States, five days, and $500. They are to plan a vacation.

PLANNING

By Margie Buckley

Trip for two (Mrs. Arnall and Margie Buckley) to Pocono Beach, Florida.

Gas is $150 (round trip down and back).

Breakfast is $5 a meal or $20 for four days.

Lunch is cookout at $15 for four days.

Dinner is $8.50 a meal or $85.00 for five days.

Rent is $68 for four nights.

Extra money is $232.

Entertainment is $116.

Car trouble is $116.

Leave June 20, 1977.

Return June 24, 1977.

Bye, Bye, be back the 24th of June.

MULTI-TALENT ACTIVITIES

TALENT AREA: Planning

SUBJECT AREA: English

LESSON TITLE: "Something Wicked This Way Comes"

BASIC IDEA(S) BEING TAUGHT IN THIS LESSON: To help students plan an event.

TYPE OF GROUPING NEEDED: Individual

SPECIAL MATERIALS NEEDED: Paper and pencil

TALENT ACTIVITY DESCRIBED:

Pretend you are the Bell Witch. Select someone to haunt and explain how you would go about haunting that person.

MULTI-TALENT ACTIVITIES

TALENT AREA: Planning

SUBJECT AREA: Science

LESSON TITLE: Space Station

BASIC IDEA(S) BEING TAUGHT IN THIS LESSON:

TYPE OF GROUPING NEEDED: Individual

SPECIAL MATERIALS NEEDED: Paper, pencil, and possibly ruler

TALENT ACTIVITY DESCRIBED:

Plan a city to be built as a space station. Draw the city with as many details as you can.

MULTI-TALENT ACTIVITIES

TALENT AREA: Planning

SUBJECT AREA: Social Studies

LESSON TITLE: Western Expansion

BASIC IDEA(S) BEING TAUGHT IN THIS LESSON: How the discovery of gold played an important role in the westward expansion of the United States.

TYPE OF GROUPING NEEDED: Individual

SPECIAL MATERIALS NEEDED: None

TALENT ACTIVITY DESCRIBED:

The students were to pretend that they were going west to search for gold. They were then asked to write out their plans for the trip to California.

MULTI-TALENT ACTIVITIES

TALENT AREA: Planning

SUBJECT AREA: Exploratory

LESSON TITLE: Creating A New Type Automobile

BASIC IDEA(S) BEING TAUGHT IN THIS LESSON: Life in other areas.

TYPE OF GROUPING NEEDED: Individual

SPECIAL MATERIALS NEEDED: Paper and pencil.

TALENT ACTIVITY DESCRIBED:

Create a new type automobile. It cannot have wheels and must serve a purpose.

MULTI-TALENT ACTIVITIES

TALENT AREA: Planning

SUBJECT AREA: Library

LESSON TITLE: Vandals In The Library

BASIC IDEA(S) BEING TAUGHT IN THIS LESSON:

TYPE OF GROUPING NEEDED: Individual

SPECIAL MATERIALS NEEDED: None

TALENT ACTIVITY DESCRIBED:

Vandals broke into the library last night and scattered the books. The principal asks you to get the library ready for use by home room time. You may use as many helpers as you want and request materials or supplies to help get the job done. Plan the steps you will take.

MULTI-TALENT ACTIVITIES

TALENT AREA: Planning

SUBJECT AREA: Typing

LESSON TITLE: Learning The Keyboard

BASIC IDEA(S) BEING TAUGHT IN THIS LESSON: To touch type the alphabet.

TYPE OF GROUPING NEEDED: Class

SPECIAL MATERIALS NEEDED: None

TALENT ACTIVITY DESCRIBED:

Left Hand Words: In 10 minutes the student will compose as many words as possible using only the letters typed with the left hand.

Right Hand Words: In 10 minutes the student will compose as many words as possible using only the letters typed with the right hand.

MULTI-TALENT ACTIVITIES

TALENT AREA: Planning

SUBJECT AREA: Spanish I
(Greetings, Coca Cola and Ice Cream)

LESSON TITLE: Saludos, Coca Cola, Y Helados

BASIC IDEA(S) BEING TAUGHT IN THIS LESSON: Vocabulary for ordering in a Spanish restaurant.

TYPE OF GROUPING NEEDED: Individual

SPECIAL MATERIALS NEEDED: Paper, pencil, magic markers or crayons.

TALENT ACTIVITY DESCRIBED:

Your parents are moving to Mexico. They are going to open up a restaurant in Mexico City. They have asked you to design the menu cover and prepare the first menu.

MULTI-TALENT ACTIVITIES

TALENT AREA: Planning

SUBJECT AREA: Math

LESSON TITLE: Consumer Shopping

BASIC IDEA(S) BEING TAUGHT IN THIS LESSON: Budget buying and shopping.

TYPE OF GROUPING NEEDED: Individual or small group

SPECIAL MATERIALS NEEDED: Newspaper ads for grocery shopping.

TALENT ACTIVITY DESCRIBED:

Students are to use newspaper ads from various grocers to buy food for a dinner meal. Since they can only spend $10 a piece, they are to see where they can get the most for their money.

MULTI-TALENT ACTIVITIES

TALENT AREA: Planning

SUBJECT AREA: Math

LESSON TITLE: Taking A Trip

BASIC IDEA(S) BEING TAUGHT IN THIS LESSON:

TYPE OF GROUPING NEEDED: Individual

SPECIAL MATERIALS NEEDED: None

TALENT ACTIVITY DESCRIBED:

You are to plan a trip. You are to calculate the miles before taking the trip to see how much gas will be needed. Calculate miles allowing 20 miles to a gallon of gas and 60¢/gallon. You also need a place to spend the night and meals on a $400 budget.

MULTI-TALENT ACTIVITIES AND STUDENT PRODUCT

TALENT AREA: Communication

SUBJECT AREA: English

LESSON TITLE: Trojan War

BASIC IDEA(S) BEING TAUGHT IN THIS LESSON: The reading of a novel.

TYPE OF GROUPING NEEDED: Individual

SPECIAL MATERIALS NEEDED: Paper and pencil (writing material)

TALENT ACTIVITY DESCRIBED:

Write a letter or diary explaining the Trojan War.

ACHILLES THOUGHTS

9 years 2 months 1 day of war

As I sit here in my tent the death screams of the men make me want to fight. The crashing of shields and swords against has turned into music. But the troops are getting tired of fighting. They plan to advance tomorrow, for today was just defeat.

Most of the men look forward to the night for rest and sleep. But the bloody grounds with entrails all over, don't make it easy to sleep.

9 years 2 months 2 days of war

Our attempt to advance failed. I have just let Patroclus go + act as me. Those Trojans will run at the first sight of him...

My chariot has returned with a dead Patroclus. I will kill Hector for the killing of Patroclus!!!

The oracle said this long + bloody war will end soon. I pray it does. But before it does, I'll finish off Hector!

9 years 2 months 3 day of war

Today I'll go to the Trojan lines + find Hector! When I do I'll let him sweat awhile then, I'll kill him! I'll turn this single combat into a hunt!

I will bring victory for the Greeks!

Then I will beable to fight, with joy + getting my revenge.

Then maybe this bloody war will end.

MULTI-TALENT ACTIVITIES AND STUDENT PRODUCT

TALENT AREA: Communication

SUBJECT AREA: Eighth Grade Science

LESSON TITLE: Changes in the Earth's Surface

BASIC IDEA(S) BEING TAUGHT IN THIS LESSON: What changes occur in the earth's surface and what causes them.

TYPE OF GROUPING NEEDED: Individual or group project

SPECIAL MATERIALS NEEDED: Reference books, paper and colored pencils

TALENT ACTIVITY DESCRIBED:

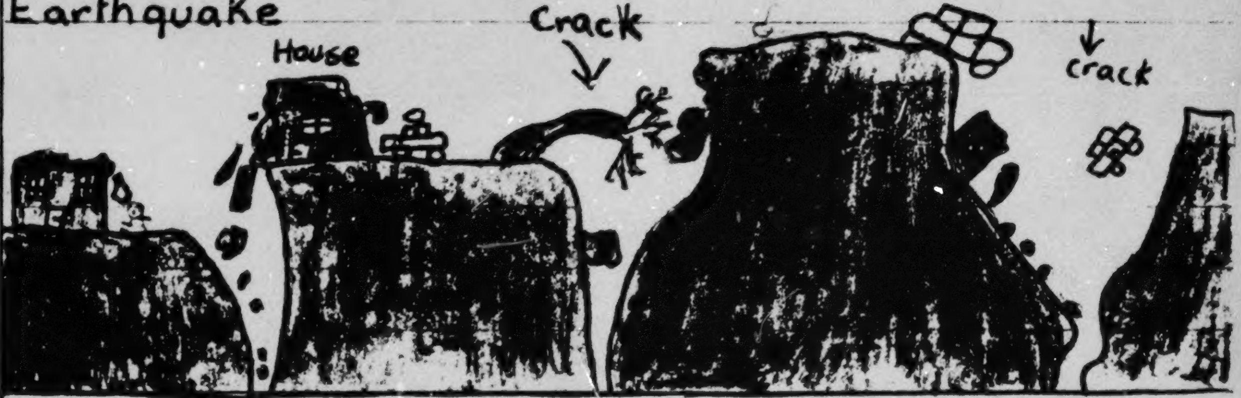
Make a booklet for an elementary student that would tell him how the surface of the earth changes.

Themany ways how the SURFACE of our EARTH changes!

By Manuela Stamm

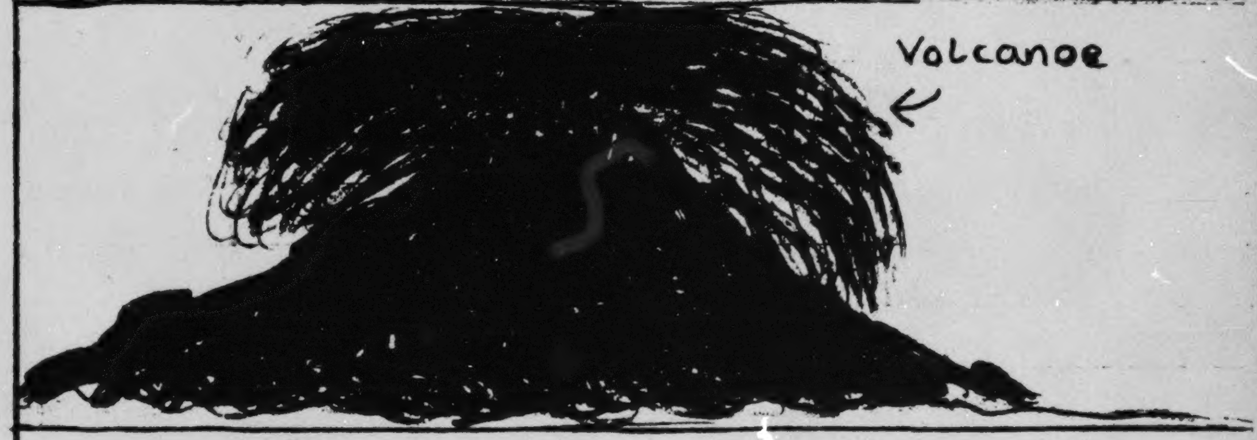
Picture and Explaining about how the surface of our earth changes.

Earthquake



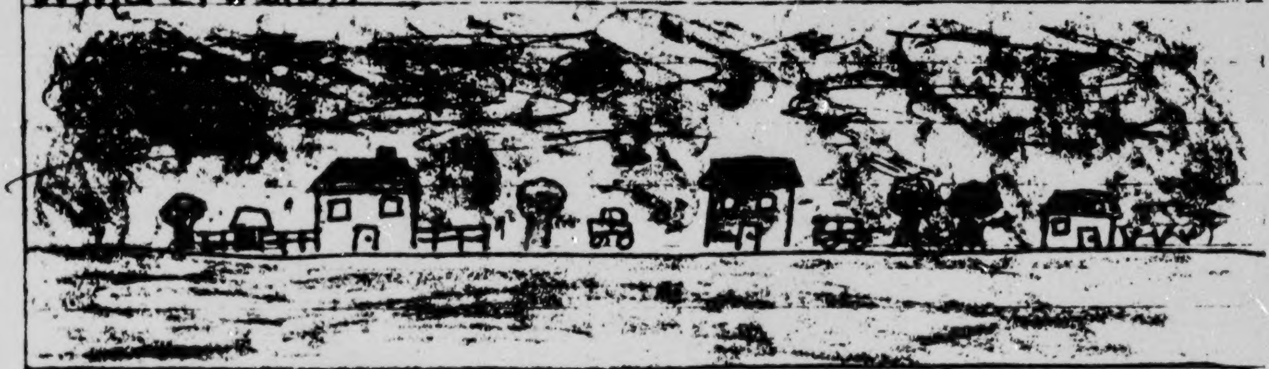
Earthquakes are very damaging to our earth. They make the earth shake and put cracks into the ground. They make houses break down and kill people. Earthquakes destroy most everything, houses, car, trees, people, crops and even the ground also called surface.

Volcanism



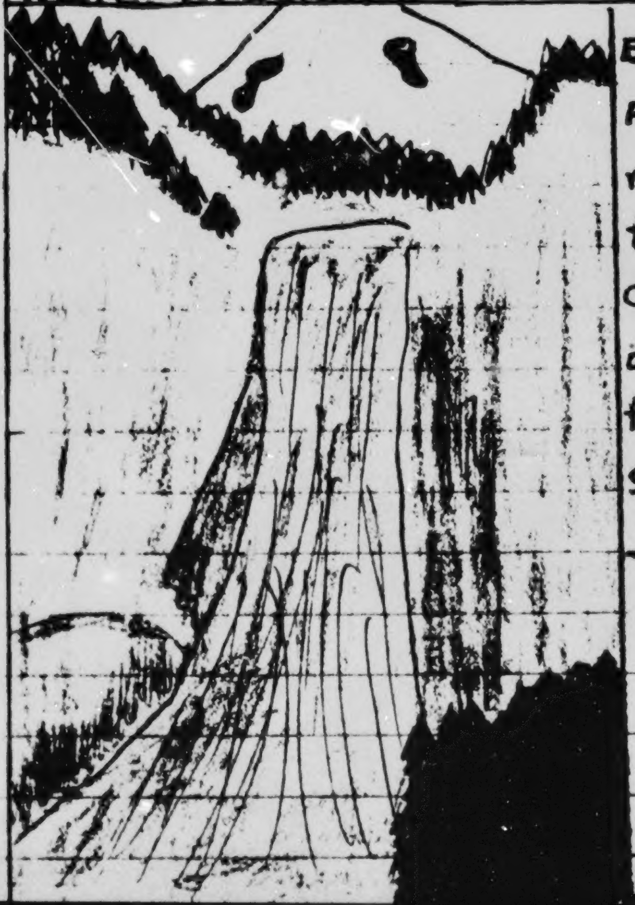
A Volcanoe is a mountain with a hole in it at the very top. Somtimes there is hot, burning stuff coming out of it this is called magma and it is runing down the mountain, once it is runing down the mountain it is called Lava, Lava burns most everything that's in its way, sometimes it even Kills people When it cools off it becomes solid rock.

Wind erosion

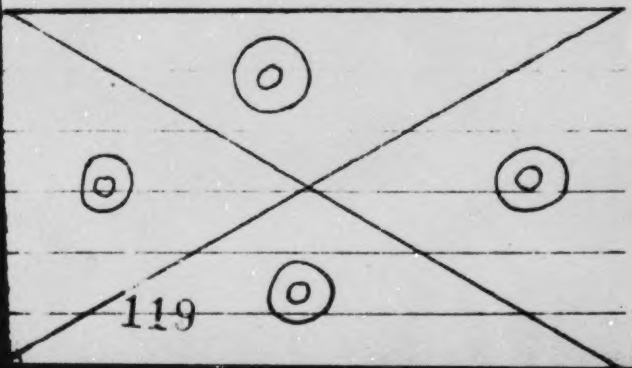


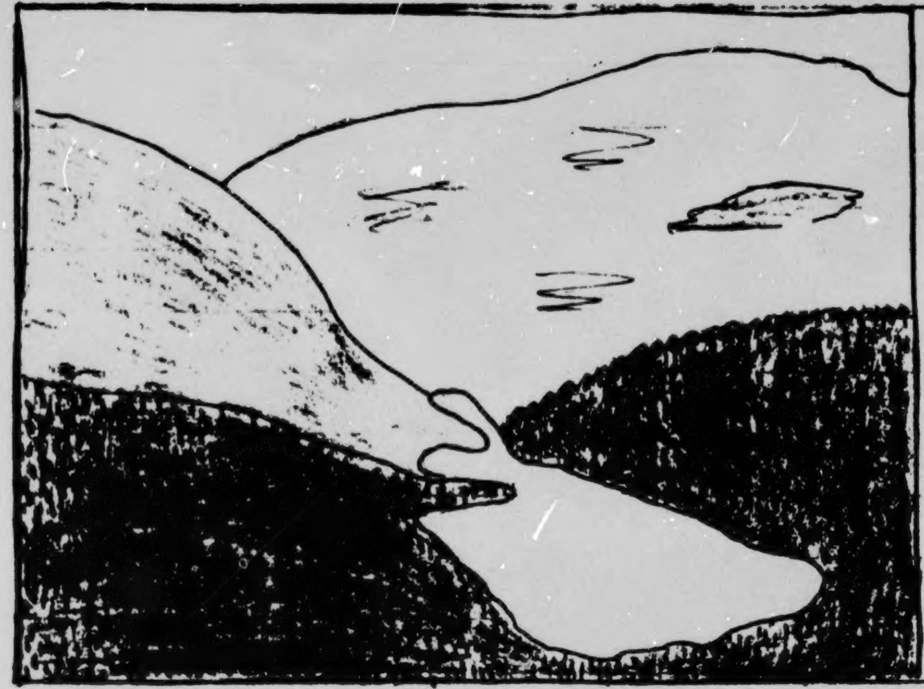
A dust storm causes a wind erosion. Dry sand, silt and clay, Lying Loosley on the earth's surface, are easily picked up by the wind and carried from place to place.

Water erosion



Erosion by runing water. Runing water breaks up and removes much of the mantle rock and bedrock of the continents. Surface streams cut down into the earth's crust forming, deep, steepsided valleys.





Ice EROSION

Ice erosion is caused by glaciers. When a large amount of ice is formed and the glacier grows large enough, it slowly starts to move. There are different kinds of glaciers for exp: alpine glaciers, these glaciers move down through mountain passes and river valleys, widening and deeping them. There is also another kind of glacier called continental glacier, those glaciers are real great and are only found in the Anarctic and Greenland.

End

MULTI-TALENT ACTIVITIES AND STUDENT PRODUCT

TALENT AREA: Communications

SUBJECT AREA: 7th Grade Life Science

LESSON TITLE: Homeostasis

BASIC IDEA(S) BEING TAUGHT IN THIS LESSON: Definition of the words "stimulus and response."

TYPE OF GROUPING NEEDED: Individual

SPECIAL MATERIALS NEEDED: None

TALENT ACTIVITY DESCRIBED:

Write a short story (1 or 2 pages long) describing your response to a frightening "stimulus." Your story should be written like a mystery.

OR

You may outline your story, record it on a tape recorder provided, and replay it to the instructor.

HELTER SKELTER

By John Doss

One dark and eery night while sitting alone in the old house, I heard a noise upstairs. At first I thought I was hearing things. Then, I heard it again. I cringed at the thought of ghosts. I soon shrugged the feeling of a ghost away. Then the stairs creaked and the thought came back. Scarcely breathing, I stood up and got the poker from the fireplace (eventhough if it was a ghost, it would not hurt me). A limb from a nearby tree fell by the window--I jumped.

As the sound of the creaking stairs came closer, I shrunk farther and farther back into the shadow of the wall. It sounded like the thing was right next to me. I raised the poker just in case, but as I swung down, I could feel something was wrong. Then I hit it. A loud scream of a cat could be heard through the house. I fell back with fright as the black cat limped by.

THE END

The stimulus--the sound

The response--being frightened

MULTI-TALENT ACTIVITIES AND STUDENT PRODUCT

TALENT AREA: Communication

SUBJECT AREA: Reading Improvement

LESSON TITLE: Reading for Pleasure

BASIC IDEA(S) BEING TAUGHT IN THIS LESSON: To improve the students' abilities to practice their reading skills.

TYPE OF GROUPING NEEDED: Individual

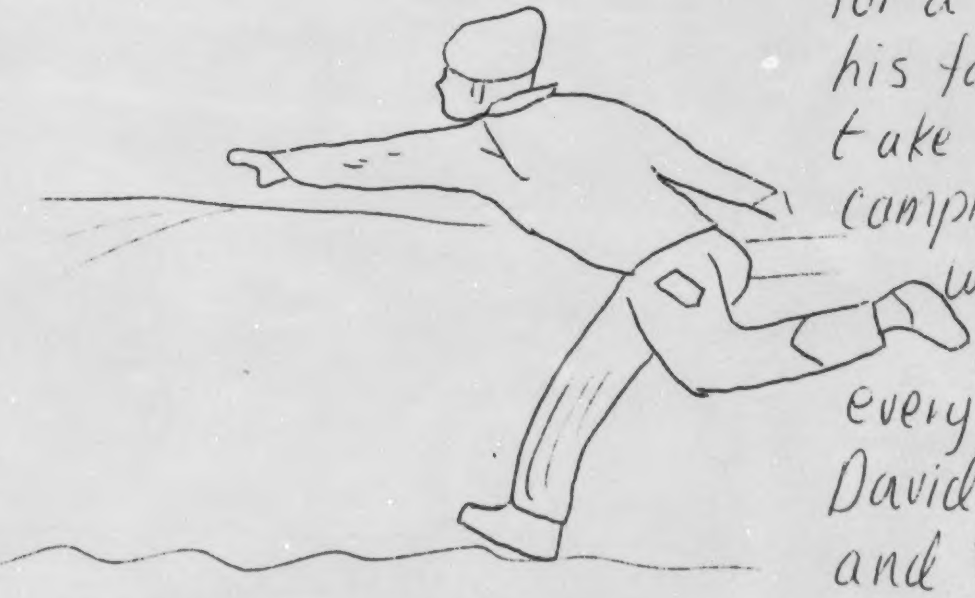
SPECIAL MATERIALS NEEDED: A book of your choice, paper and pencil

TALENT ACTIVITY DESCRIBED:

After reading a fiction book, the student was to choose a particular character or incident from the book and sketch an advertisement which would encourage others to read the book. These were displayed on the bulletin board.

GRIZZLY

AUTHOR: Annabel and Edgar Johnson



The boy David was scared of his father, named Mark because he had been in prison for a long time. Then his father wanted to take David on a camping trip over the weekend. They had been fishing and every thing. One day, David went in the meadow and there it was the Grizzly!!!

MULTI-TALENT ACTIVITIES AND STUDENT PRODUCT

TALENT AREA: Communication

SUBJECT AREA: Social Studies

LESSON TITLE: U. S. Geography

BASIC IDEA(S) BEING TAUGHT IN THIS LESSON: Poem on dairy farming.

TYPE OF GROUPING NEEDED: Individual

SPECIAL MATERIALS NEEDED: Paper and pen.

TALENT ACTIVITY DESCRIBED:

Communicate by way of a poem "The Dairy Farmer."

DAIRY FARM

By Holly F.

Early in the morning
when the sun slowly rises,
the farmer awakes,
to raise cattle in all sizes.
Out to the barn to milk
all the cows.
The farmer you see,
has many know hows.
The cattle lay arest
in their rows.
While the cats quietly
clean their little toes.
Squirt, squirt,
into the bucket
there goes the milk
to be shipped to Nan Tuckets.
After the day is done
the farmer goes to bed
with the dying sun.
Only to awake with the sun
again.

MULTI-TALENT ACTIVITIES AND STUDENT PRODUCT

TALENT AREA: Communication

SUBJECT AREA: Spanish I

LESSON TITLE: Entre Amigos (Among Friends)

BASIC IDEA(S) BEING TAUGHT IN THIS LESSON: Vocabulary concerning a talk among friends at school.

TYPE OF GROUPING NEEDED: Individual

SPECIAL MATERIALS NEEDED: Pencil and paper.

TALENT ACTIVITY DESCRIBED:

A student from Argentina has come to your school. You are to prepare a cafeteria menu for him in Spanish for the week.

MENU

Lunes:

- Hamburgues
- Papas fritas
- Ensolada-de repollo
- Postre de duraznos
- Pan, leche, mantequilla

Martes:

- Tallerines
- Arvejas
- Pearas
- Galletas de pasta de mani
- Leche, mantequilla

Miercoles:

- Pizza
- Chauchas
- Ensalada Mixta
- Galletade Chocolate
- Leche, mantequilla

Jueves:

- Pava relleno
- Choclo
- Salsa
- Torta de coco
- Pan, leche, mantequilli

Viernes:

- Sanwich Submarino
- Papas
- Postre de manzanas
- Leche

Your Friend,

Mike Wood

MULTI-TALENT ACTIVITIES AND STUDENT PRODUCT

TALENT AREA: Communication

SUBJECT AREA: Math

LESSON TITLE: Use of Numbers (Number Theory)

BASIC IDEA(S) BEING TAUGHT IN THIS LESSON: Numbers are used in many ways in our daily lives.

TYPE OF GROUPING NEEDED: Individual, small group, or total class group.

SPECIAL MATERIALS NEEDED: None

TALENT ACTIVITY DESCRIBED:

Students will list all the ways in which numbers are used in their daily lives.

USE OF NUMBERS

1. Math homework
2. Buying groceries
3. Business accounting
4. Banking
5. Buying things (with money)
6. Time (minutes, seconds)
7. Dates
8. Watching weight
9. Shoe sizes
10. Clothes sizes
11. Dialing a telephone
12. Car speeds
13. Highway signs (speed limit 55)
14. Measuring things (floors, roads, distance, etc.)
15. Call numbers (library)
16. Height
17. Weight
18. Time signature (music)
19. Rulers
20. License plates
21. Student number
22. Doctor's office (medicine)
23. Page numbers
24. Channels on TV, CB, etc.
25. Radio stations

MULTI-TALENT ACTIVITIES

TALENT AREA: Communication

SUBJECT AREA: English

LESSON TITLE: Story Starter--Robbie

BASIC IDEA(S) BEING TAUGHT IN THIS LESSON: Creative writing.

TYPE OF GROUPING NEEDED: Individual

SPECIAL MATERIALS NEEDED: Story Starter

TALENT ACTIVITY DESCRIBED:

Read the story and write an ending for the story.

The Story Starter tells of a young boy who finds out he is ill. His doctor shows him x-rays and suggests that it could be something very serious. The last paragraph given to the student follows:

> "This is where the disease attacked the bone."
>
> "I see," said Robbie. With his left hand he clenched the scale. How many times had he stood on that scale? How many times had the doctor said, "Son, you're growing up"? And now Dr. Fennell was telling him he might never grow up.

MULTI-TALENT ACTIVITIES

TALENT AREA: Communication

SUBJECT AREA: English

LESSON TITLE: Composition

BASIC IDEA(S) BEING TAUGHT IN THIS LESSON: To convey physical characteristics of a character through writing.

TYPE OF GROUPING NEEDED: Individual

SPECIAL MATERIALS NEEDED: Paper and pencil

TALENT ACTIVITY DESCRIBED:

Write a composition in which you describe a person. The person may be real or imaginary. As you write, communicate to your reader some dominant impression, such as the blindness of the man in the sample composition, "The Man at the Door."

MULTI-TALENT ACTIVITIES

TALENT AREA: Communication

SUBJECT AREA: Science

LESSON TITLE: The Forest Ranger

BASIC IDEA(S) BEING TAUGHT IN THIS LESSON:

TYPE OF GROUPING NEEDED: Individual

SPECIAL MATERIALS NEEDED: None

TALENT ACTIVITY DESCRIBED:

Pretend you are a forest ranger. Write down what type of person you think uses the forest. Create a person who uses the forest and describe him.

MULTI-TALENT ACTIVITIES

TALENT AREA: Communication

SUBJECT AREA: Science

LESSON TITLE: Wildflowers

BASIC IDEA(S) BEING TAUGHT IN THIS LESSON:

TYPE OF GROUPING NEEDED: Individual

SPECIAL MATERIALS NEEDED: None

TALENT ACTIVITY DESCRIBED:

Go outside and pick a wildflower. Observe it carefully. Put it away. Now write its color, texture, aroma, beauty, size, type, etc.

MULTI-TALENT ACTIVITIES

TALENT AREA: Communications

SUBJECT AREA: 7th Grade Life Science

LESSON TITLE: Homeostasis

BASIC IDEA(S) BEING TAUGHT IN THIS LESSON: Develops an understanding in students of how drugs disrupt the nervous system and the total homeostasis of the body.

TYPE OF GROUPING NEEDED: Individual

SPECIAL MATERIALS NEEDED: None

TALENT ACTIVITY DESCRIBED:

You have found out that your younger brother or sister (or best friend) is experimenting with drugs. You are going to write them a letter to communicate your feelings about drugs to them. Make sure this activity is written in "letter form." (One page long.)

MULTI-TALENT ACTIVITIES

TALENT AREA: Communication

SUBJECT AREA: Reading Improvement

LESSON TITLE: Pick-up-and-tackle (word football)

BASIC IDEA(S) BEING TAUGHT IN THIS LESSON: Pronounciation of Review Words

TYPE OF GROUPING NEEDED: Class is divided into two teams.

SPECIAL MATERIALS NEEDED: Cards prepared by teacher with reading words and a little knowledge of football.

TALENT ACTIVITY DESCRIBED:

Before the game starts, the teacher should have prepared (1) Cards with words from each reading group. The cards are numbered on the back from 5 to 15. Five represents the easiest and on up to fifteen being the most difficult. (2) Kickoff words--yardage written on back. These words are harder. The team gets to decide who is to kickoff. (3) Extra point words--fairly easy words.

Game: Kickoff player chooses a card from kickoff pile and reads it. If he knows it, he may bring the ball out as many yards as are indicated on the card. If he doesn't know it, the opponents get to choose a card. Once the ball is in play, players choose from a pack of player cards which have been numbered according to difficulty. If the player pronounces the words right, he moves the number of yards on card. The team keeps the ball until someone makes a mistake. If the team is on 40 yards, the opponents begin there and continue back to their goal. Play continues until a touchdown is made which is worth six points. Then draw from the extra point pile for a chance at an additional point.

MULTI-TALENT ACTIVITIES

TALENT AREA: Communication

SUBJECT AREA: Social Studies

LESSON TITLE: Westward Expansion

BASIC IDEA(S) BEING TAUGHT IN THIS LESSON: How the U.S. expanded from ocean to ocean.

TYPE OF GROUPING NEEDED: Individual

SPECIAL MATERIALS NEEDED: Pencil and paper.

TALENT ACTIVITY DESCRIBED:

After watching a filmstrip on the Oregon Country, students were asked to write about Oregon Trail experiences.

MULTI-TALENT ACTIVITIES

TALENT AREA: Communication

SUBJECT AREA: Social Studies

LESSON TITLE: Western Expansion

BASIC IDEA(S) BEING TAUGHT IN THIS LESSON: How the U.S. expanded from 1783-1854.

TYPE OF GROUPING NEEDED: Individual

SPECIAL MATERIALS NEEDED: Textbook

TALENT ACTIVITY DESCRIBED:

The textbook contained an excellent picture depicting western expansion. The teacher told the students to write what this picture communicates to them about western expansion.

MULTI-TALENT ACTIVITIES

TALENT AREA: Communication

SUBJECT AREA: Home Economics

LESSON TITLE: Personal Appearance

BASIC IDEA(S) BEING TAUGHT IN THIS LESSON: The importance of good personal grooming habits.

TYPE OF GROUPING NEEDED: Individual or small groups (2 or 3 students).

SPECIAL MATERIALS NEEDED: Poster board, markers, and magazines.

TALENT ACTIVITY DESCRIBED:

Student Directions: Design a poster that will display some aspect of good grooming. It should illustrate the importance of personal appearance.

MULTI-TALENT ACTIVITIES

TALENT AREA: Communication

SUBJECT AREA: Exploratory

LESSON TITLE: Advertising Unusual Products

BASIC IDEA(S) BEING TAUGHT IN THIS LESSON: The student is urged to think of creative ways to advertise items that no one needs.

TYPE OF GROUPING NEEDED: Individual

SPECIAL MATERIALS NEEDED: Paper and colored pens.

TALENT ACTIVITY DESCRIBED:

Think of a way to advertise items no one needs. (One suggestion was an apple guaranteed to have one worm.)

MULTI-TALENT ACTIVITIES

TALENT AREA: Communication

SUBJECT AREA: Library

LESSON TITLE: Catalog Card Subject Listing

BASIC IDEA(S) BEING TAUGHT IN THIS LESSON:

TYPE OF GROUPING NEEDED: Individual

SPECIAL MATERIALS NEEDED: None

TALENT ACTIVITY DESCRIBED:

Provide another word for the catalog card subject listings given below:

Cats

Moon

Trees

Chairs

Pelicans

Cargo

MULTI-TALENT ACTIVITIES

TALENT AREA: Communication

SUBJECT AREA: Spanish I

LESSON TITLE: De Viaue--Of A Journey

BASIC IDEA(S) BEING TAUGHT IN THIS LESSON: Vocabulary connected with travel.

TYPE OF GROUPING NEEDED: Individual

SPECIAL MATERIALS NEEDED: Paper and pencil.

TALENT ACTIVITY DESCRIBED:

You are expecting a visitor from Madrid, Spain whom you have never met. You send him a description of yourself in Spanish so he will recognize you.

MULTI-TALENT ACTIVITIES

TALENT AREA: Communication

SUBJECT AREA: Spanish

LESSON TITLE: De Viaje (Of Travel)

BASIC IDEA(S) BEING TAUGHT IN THIS LESSON: Vocabulary for travel and members of family.

TYPE OF GROUPING NEEDED: Small or large group.

SPECIAL MATERIALS NEEDED: None

TALENT ACTIVITY DESCRIBED:

This activity is a guessing game--¿Quienes? One student is sent from the group. While he is gone a "secret person" is chosen. He is then asked to rejoin group. He asks questions, calling on a specific person to answer. He may ask, "¿Es una senorita? (Is it a young woman?) ¿De que color es su pelo? (Of what color is his or her hair?) ¿De que color es su camisa? (Of what color is his shirt?)" He continues to ask questions until he guesses "la persona secreta."

MULTI-TALENT ACTIVITIES

TALENT AREA: Communication

SUBJECT AREA: Math

LESSON TITLE: Write A Story Problem

BASIC IDEA(S) BEING TAUGHT IN THIS LESSON:

TYPE OF GROUPING NEEDED: Individual

SPECIAL MATERIALS NEEDED: None

TALENT ACTIVITY DESCRIBED:

Write and illustrate a story problem and solve it.

MULTI-TALENT ACTIVITIES AND STUDENT PRODUCT

TALENT AREA: Forecasting

SUBJECT AREA: English

LESSON TITLE: The Day It Rains $500 Bills

BASIC IDEA(S) BEING TAUGHT IN THIS LESSON: Trying to teach students forecasting.

TYPE OF GROUPING NEEDED: Individual

SPECIAL MATERIALS NEEDED: None

TALENT ACTIVITY DESCRIBED:

Students are asked, "What would you do the day it rains $500 bills?"

FORECASTING

By Lisa Bush

The day it rains $500 bills I will look out of my window and grab them. Then I'd run out of the house with a box and get as many as I could. Afterwards I'd have a party for everyone who lives on my block. I'd give part of it to people who needed it or the ones who didn't get very many. Usually I don't like it when it rains, especially when it rains water. But I'd really love it the day it rained $500 bills.

Money is not everything but I wouldn't sit back and watch everybody else grab it. It probably would be a great day for everybody. If this really would happen I'd be curious of where it came from.

That's all folks.

MULTI-TALENT ACTIVITIES AND STUDENT PRODUCT

TALENT AREA: Forecasting

SUBJECT AREA: Science

LESSON TITLE: Weather Forecasting

BASIC IDEA(S) BEING TAUGHT IN THIS LESSON: Weather related factors.

TYPE OF GROUPING NEEDED: Individual

SPECIAL MATERIALS NEEDED: Weather Factor Chart and a Good Reference (Science) Book

TALENT ACTIVITY DESCRIBED:

Using the information enclosed, write a weather forecast.

WEATHER FORECAST

Rodney Grogan

Today's hi was: 63 degrees.

With a morning low of: 40 degrees.

The Barometer is: 30 degrees and falling at the present time.

With the winds out of the east at 15 miles per hour.

The winds are bringing up dark cumulus clouds from the east.

A warm front is coming up from the south which could give us some pretty warm weather.

There is a 50% chance of rain tonight and a 75% chance of rain tomorrow morning.

The clouds will start to clear off tomorrow afternoon and there should be sunny skies.

We are expecting the temperature to about 70 degrees for the high and 45 degrees for the low.

And that's the weather.

MULTI-TALENT ACTIVITIES AND STUDENT PRODUCT

TALENT AREA: Forecasting

SUBJECT AREA: 7th Grade Life Science

LESSON TITLE: Homeostasis

BASIC IDEA(S) BEING TAUGHT IN THIS LESSON: An understanding of how drugs disrupt the nervous system and the total homeostasis of the body.

TYPE OF GROUPING NEEDED: Individually in center.

SPECIAL MATERIALS NEEDED: None

TALENT ACTIVITY DESCRIBED:

1. Predict what would happen if you were driving a car and were drunk. Describe how things would look in one paragraph. Describe how things would feel in the next paragraph.
2. Predict how it would feel to drive a car sober. Describe in one paragraph how things would look and in another how things would feel.
3. Predict what you would do if you were told to write a law for drunk drivers. Write your law.

FORECASTING

By Mike Higgins

1. (A) To me everything looks blurry. The road ahead has a white streak on it so I'll follow it. My peripheral vision is gone so I'm looking straight ahead. There are two bright lights in front of me. What is that noise? I don't see the lights any more. I'm turning my head to see where the lights went. I hit something and now I don't see any thing.

   (B) I feel alright I guess. My head hurts a little, though. I guess it's getting pretty hard to stand up because I'm getting dizzy. As I'm going down the road, I hear a banging noise. I guess it's just my imagination. No! Now I feel the road getting bumpier. Hey, I'm not on the road any more and I can't see any thing at all. What's that in front of me? I hit something. Everything seems wrong!

2. (A) I'm sober now. I'm able to see alright and judge distances. Now I can stay on the road without crashing into a tree and totaling a new car. Nothing's wrong with my vision.

   (B) I feel alright, too. I can feel the presence of the people and cars around me. When I am sober I can cope with my environment.

3. Any person driving an automobile under the influence of alcohol should have his drivers license donfiscated for a period of thirty days and then only if he has paid a $50 fine.

MULTI-TALENT ACTIVITIES AND STUDENT PRODUCT

TALENT AREA: Forecasting

SUBJECT AREA: Reading Improvement

LESSON TITLE: Following Directions

BASIC IDEA(S) BEING TAUGHT IN THIS LESSON: To improve students' ability to follow directions.

TYPE OF GROUPING NEEDED: Individual

SPECIAL MATERIALS NEEDED: Forecasting activity sheet and a pencil

TALENT ACTIVITY DESCRIBED:

You are babysitting with a three year old. While you have your back turned, he wanders away; later you miss the child. Forecast where the three year old will be found.

FORECASTING

Your watching the "Big Show" on TV while babysitting with a three year old. During a mature scene in the show the child slips out of the room. Later during a commercial, you go to find him and see the back door standing open.

1. List below at least 5 places the child might be found.
   - a. He could be in the backyard playing.
   - b. He could be in the front yard.
   - c. He might have wandered over to someone's house.
   - d. He could have been wandering around and someone found him.
   - e. He could have just went outside and come back in.
2. List at least 5 things he might be doing when you find him.
   - a. Playing
   - b. Sleeping
   - c. Into something that is dangerous
   - d. Breaking things
   - e. Just walking around
3. List at least 3 dangers that he may face.
   - a. He could get out and get hurt.
   - b. He could get into poisonous stuff.
   - c. He could get lost.
4. Name 3 things that may happen to you because this happened.
   - a. I could get into bad trouble because I was responsible for him.
   - b. It would make me feel bad because I wasn't watching him.
   - c. After other people heard about it they probably would not want me to babysit anymore.

MULTI-TALENT ACTIVITIES AND STUDENT PRODUCT

TALENT AREA: Forecasting

SUBJECT AREA: Social Studies

LESSON TITLE: Early English Settlements

BASIC IDEA(S) BEING TAUGHT IN THIS LESSON: Colonization

TYPE OF GROUPING NEEDED: Individual

SPECIAL MATERIALS NEEDED: Pen and pencil.

TALENT ACTIVITY DESCRIBED:

Problem: Read about the Lost Colony and decide what happened to the colonists.

1. List all the things you know about the colonists.
2. List some things that could have affected the colonists. Consider climate, geographical location, culture, etc.
3. List possible explanations for the disappearance of the colonists.
4. Predict what happened to the colonists from your list of possibilities.
5. List three reasons for the forecast you made.

FORECASTING

1. List all the things you know about Roanoke.
   (1) John White lead it.
   (2) It was the second attempt at colonizing Roanoke Island.
   (3) They had 150 men, a lot were skilled farmers.
   (4) They were enemies of the Indians.
   (5) They were low on supplies and had diseases.
   (6) John White went back to England for help.
   (7) He could not come back for many months.
   (8) When he came back the fort was deserted.
   (9) Grass was growing inside it.
   (10) Broken chests were scattered.
   (11) Carved in a gatepost was "Crantoan" the name of a nearby island.
2. Things that could have affected them.
   (1) Sickness
   (2) Storms
   (3) Indians
3. Explanations for disappearance of the colonists.
   (1) The lack of food and disease made them crazy and they planted grass in the fort, broke the chests and put them outside, carved Croatoan just for the fun of it and then drowned themselves.
   (2) Without their leader a feud could have broken out, supplies were raided, people were killed and the remaining few survivors, fearing the Indians would attack, fled to Croatoan but didn't make it or the Indians did attack and took them.
   (3) The Indians raided the supplies and they tried to get to Croatoan

but their ship sank or the Indians attacked and took them.

(4) They left on their own accord (by themselves or maybe another ship came by).

4. I think number 3 is the most likely possibility.

5. (1) Process of elimination. Number 1 explains every thing but is farfetched. In number 2, I doubt that a feud broke out because the colonists knew they had to work together to survive. The grass indicated that no one had lived there for a while. Something had to make them leave so quickly after John White left. I doubt they left of their own accord because they would have to start all over and even if another ship did come by why didn't they all leave when John White did? Plus, there was no information of a ship that could have helped them sinking in that area at that time. Also, why was Croatoan carved on the gatepost? Surely, if another ship came by they would not just go to Croatoan and start all over.

(2) Number 3 explains every thing. The chests (Indians raided the supplies), the grass (something made them leave because they were gone a long time), and Croatoan (they were trying to tell John White where they went).

(3) If I was an Indian I probably would have raided the supplies.

MULTI-TALENT ACTIVITIES AND STUDENT PRODUCT

TALENT AREA: Forecasting

SUBJECT AREA: Library

LESSON TITLE: Library Arrangement

BASIC IDEA(S) BEING TAUGHT IN THIS LESSON: Numerals and letters in order, or in missing sequence, are universal symbols of the organization process.

TYPE OF GROUPING NEEDED: Individual, but size is not a factor.

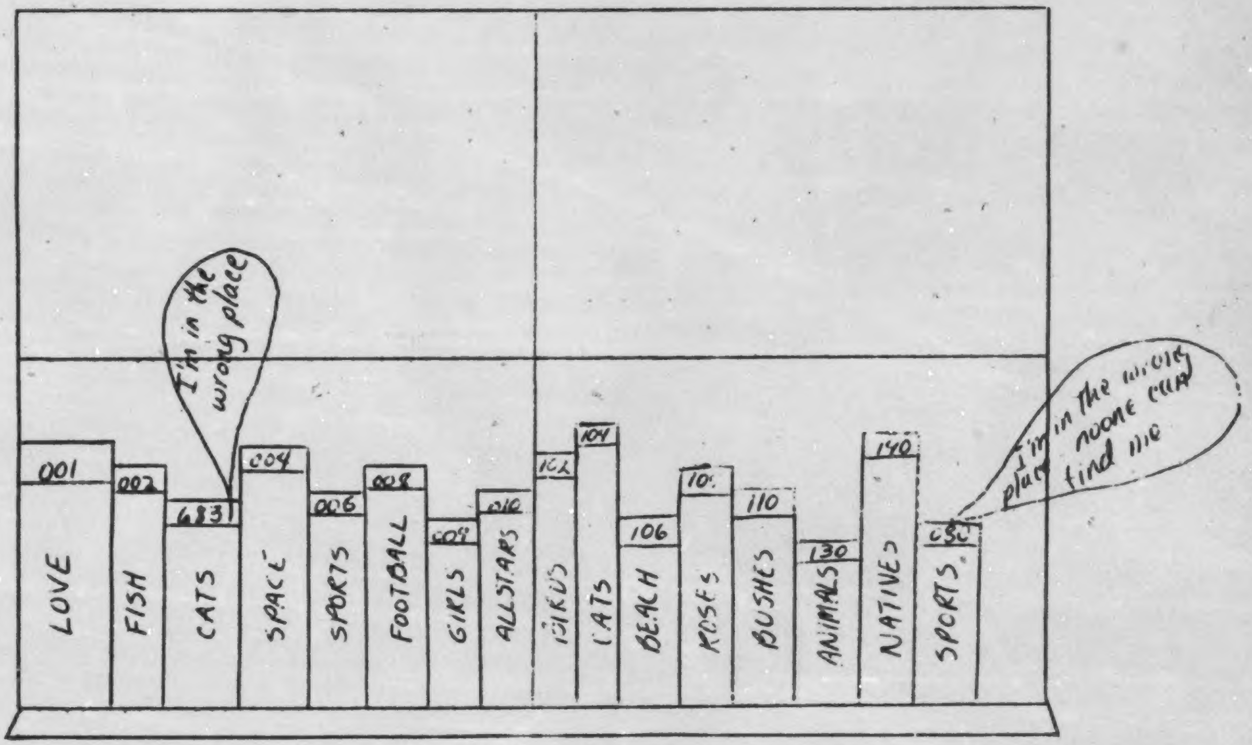
SPECIAL MATERIALS NEEDED: Activity card; pencil and paper; or blank tape with cassette recorder.

TALENT ACTIVITY DESCRIBED:

Activity card content: You have been looking at a book on sports world records; the period ends, and you hurriedly place book on the shelf with fiction books under the letter "S." What are some things that might happen?

Students will write their responses, illustrate their ideas in a drawing, or make a five minute tape giving answers.

When you hurry a book back on the shelf where it doesn't belong, other people come along and can't find the book for a report or something else like that.


I'm in the wrong place
001
LOVE
002
FISH
683
CATS
004
SPACE
006
SPORTS
008
FOOTBALL
009
GIRLS
010
ALLSTARS
102
BIRDS
104
CATS
106
BEACH
10.
ROSES
110
BUSHES
130
ANIMALS
140
NATIVES
050
SPORTS
I'm in the wrong place noone can find me

By Tim Alder

MULTI-TALENT ACTIVITIES AND STUDENT PRODUCT

TALENT AREA: Forecasting

SUBJECT AREA: Math

LESSON TITLE: Test Your Mathematical IQ

BASIC IDEA(S) BEING TAUGHT IN THIS LESSON: Mathematical sequence

TYPE OF GROUPING NEEDED: Individual

SPECIAL MATERIALS NEEDED: Ditto sheet

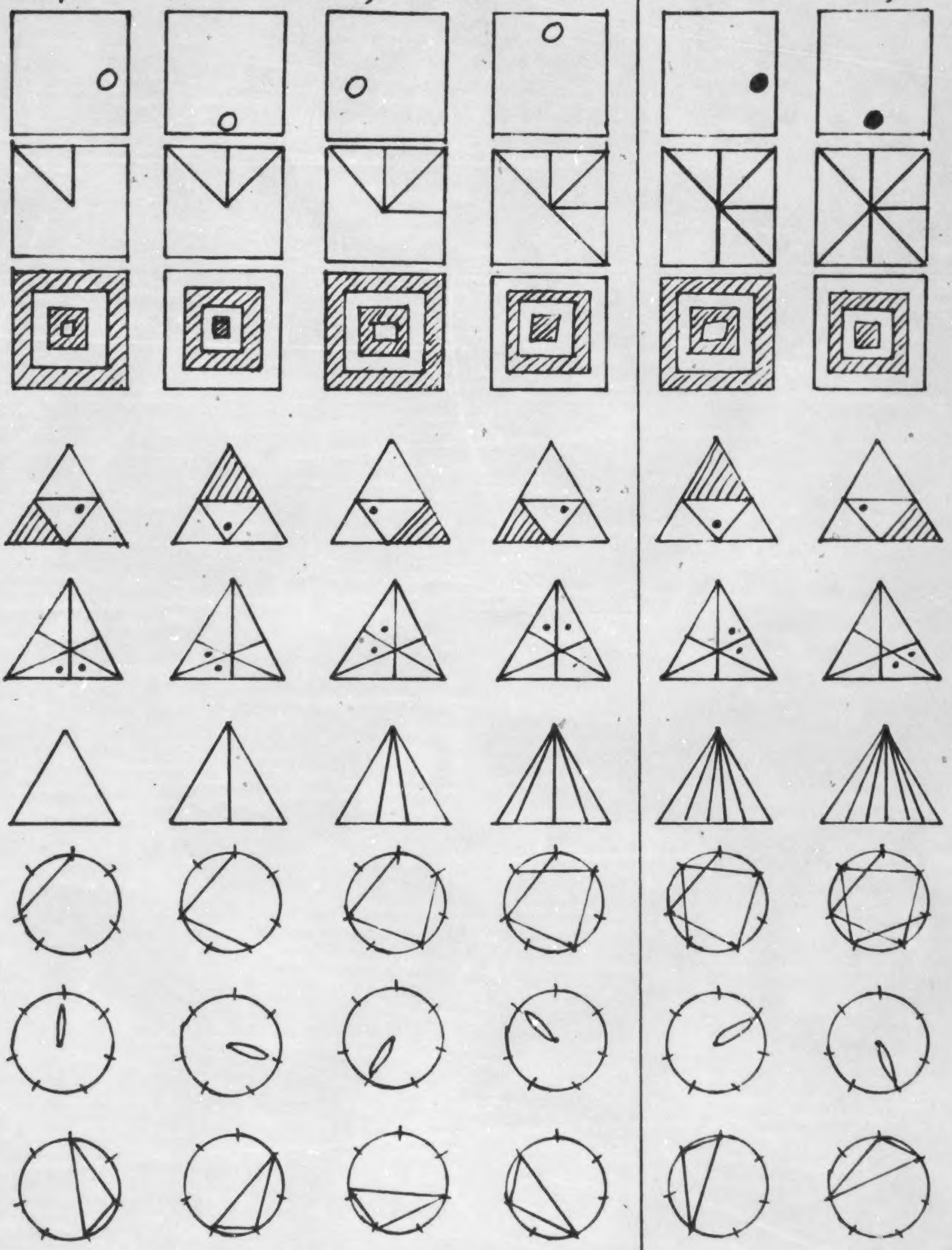
TALENT ACTIVITY DESCRIBED:

The student is to look at a set of four figures and discover a common pattern. After the pattern is discovered, the student will then fill in the next two figures using that same pattern.

TEST YOUR MATHEMATICAL I.Q.

Complete the last two drawings in each set.

Student Drawings 144



MULTI-TALENT ACTIVITIES

TALENT AREA: Forecasting

SUBJECT AREA: English

LESSON TITLE: Pen Pals

BASIC IDEA(S) BEING TAUGHT IN THIS LESSON:

TYPE OF GROUPING NEEDED: Individual

SPECIAL MATERIALS NEEDED: None

TALENT ACTIVITY DESCRIBED:

Pretend you are writing to a person your age in another country. Describe yourself and the way you live. As you write, think of ways in which their life would be different and mention these ways in your letter.

MULTI-TALENT ACTIVITIES

TALENT AREA: Forecasting

SUBJECT AREA: English

LESSON TITLE: No Christmas

BASIC IDEA(S) BEING TAUGHT IN THIS LESSON:

TYPE OF GROUPING NEEDED: Individual

SPECIAL MATERIALS NEEDED: None

TALENT ACTIVITY DESCRIBED:

What would happen if there were no more Christmas? Write a poem describing what you think would happen.

MULTI-TALENT ACTIVITIES

TALENT AREA: Forecasting

SUBJECT AREA: English

LESSON TITLE: Poem By An Animal Or Object

BASIC IDEA(S) BEING TAUGHT IN THIS LESSON: The idea was for the student to project his feelings into an animal's lifestyle.

TYPE OF GROUPING NEEDED: Individual

SPECIAL MATERIALS NEEDED: List of Objects and Animals To Choose From.

TALENT ACTIVITY DESCRIBED:

Write a paragraph or poem in which you are one of the animals or objects listed below. Tell what your life is like; what makes you happy and sad; and what do you hope for?

A tree.

MULTI-TALENT ACTIVITIES

TALENT AREA: Forecasting

SUBJECT AREA: Science

LESSON TITLE: What Would Happen If...

BASIC IDEA(S) BEING TAUGHT IN THIS LESSON:

TYPE OF GROUPING NEEDED: Individual

SPECIAL MATERIALS NEEDED: None

TALENT ACTIVITY DESCRIBED:

What might happen if....

....the cycle of ocean tides would change every week.

....the cycle of seasons did not follow as we know them.

....the cycle of sunrise in the morning would reverse and instead rise at dusk.

....birds flew south in spring instead of fall.

MULTI-TALENT ACTIVITIES

TALENT AREA: Forecasting

SUBJECT AREA: Science

LESSON TITLE: Old-Time Medicine

BASIC IDEA(S) BEING TAUGHT IN THIS LESSON:

TYPE OF GROUPING NEEDED: Individual

SPECIAL MATERIALS NEEDED: None

TALENT ACTIVITY DESCRIBED:

Think of all the folk cures you can and list them. Predict what it would be like if they worked and were used instead of modern medicine.

MULTI-TALENT ACTIVITIES

TALENT AREA: Forecasting

SUBJECT AREA: 7th Grade Life Science

LESSON TITLE: No Summer

BASIC IDEA(S) BEING TAUGHT IN THIS LESSON: The importance of the growing season.

TYPE OF GROUPING NEEDED: Individual

SPECIAL MATERIALS NEEDED: None

TALENT ACTIVITY DESCRIBED:

What would happen if suddenly there was no summer?

MULTI-TALENT ACTIVITIES

TALENT AREA: Forecasting

SUBJECT AREA: 7th Grade Life Science

LESSON TITLE: I've Just Been Eaten

BASIC IDEA(S) BEING TAUGHT IN THIS LESSON: The basic steps of digestion.

TYPE OF GROUPING NEEDED: Individual

SPECIAL MATERIALS NEEDED: Paper and pen.

TALENT ACTIVITY DESCRIBED:

Pretend you are a piece of food that has just been eaten. Describe your journey.

MULTI-TALENT ACTIVITIES

TALENT AREA: Forecasting

SUBJECT AREA: Social Studies

LESSON TITLE: Politics And Kentucky

BASIC IDEA(S) BEING TAUGHT IN THIS LESSON: How Kentucky and Kentuckians have been effected by and taken part in politics, how we should maintain our interest, and why we should maintain our interest.

TYPE OF GROUPING NEEDED: Individual

SPECIAL MATERIALS NEEDED: News releases on current events (newspapers, etc.).

TALENT ACTIVITY DESCRIBED:

In September of 1976 the students were given the following activity:

Suppose you could enter a time capsule and visit our area twenty years from now. What do you think you would see that had been brought about by the policies now being proposed by presidential candidate, Jimmy Carter? A two page paper will suffice.

MULTI-TALENT ACTIVITIES

TALENT AREA: Forecasting

SUBJECT AREA: Social Studies

LESSON TITLE: The Civil War In Kentucky

BASIC IDEA(S) BEING TAUGHT IN THIS LESSON: How Kentucky and Kentuckians were effected by the Civil War.

TYPE OF GROUPING NEEDED: Two people.

SPECIAL MATERIALS NEEDED: A place where detailed data can be found on Abraham Lincoln and Jefferson Davis, a few art materials, and a general knowledge of the Civil War.

TALENT ACTIVITY DESCRIBED:

The student is to suppose that the families of Abraham Lincoln and Jefferson Davis had reversed their choice of residence during the most impressionable years of their son's lives. Actually, the Lincolns moved from what is now Larue County, Kentucky to Indiana and then to Illinois; while the Davises moved from Fairview, Kentucky to Wilkinson County, Mississippi.

Now, again, suppose this had been reversed. The student is to debate what effect that reversal would have had on the development of the United States. At least one page of written work is required.

MULTI-TALENT ACTIVITIES

TALENT AREA: Forecasting

SUBJECT AREA: Home Economics

LESSON TITLE: Clothing For Tomorrow

BASIC IDEA(S) BEING TAUGHT IN THIS LESSON: Students will be able to:

(1) Understand how clothing is affected by lifestyles.

(2) Understand how individual make up and body build affect clothing styles.

TYPE OF GROUPING NEEDED: Individual

SPECIAL MATERIALS NEEDED: None

TALENT ACTIVITY DESCRIBED:

Students will follow these instructions:

Pretend that this is the year 2000. You are a fashion designer. Through visual and verbal presentations, describe the latest fashions. Be sure to consider these questions: (1) Will Earth's inhabitants look like they do now? (2) Will Earthlings' daily life be as it is today?

MULTI-TALENT ACTIVITIES

TALENT AREA: Forecasting

SUBJECT AREA: Home Economics

LESSON TITLE: Personal Appearance

BASIC IDEA(S) BEING TAUGHT IN THIS LESSON: Reinforcement of good grooming habits.

TYPE OF GROUPING NEEDED: Individual

SPECIAL MATERIALS NEEDED: None

TALENT ACTIVITY DESCRIBED:

Predict how personal care habits will change in the next ten years. You may include drawings if you wish.

MULTI-TALENT ACTIVITIES

TALENT AREA: Forecasting

SUBJECT AREA: Science and Health

LESSON TITLE: Pretend You Are A Virus

BASIC IDEA(S) BEING TAUGHT IN THIS LESSON: Shows how and under what conditions a virus works.

TYPE OF GROUPING NEEDED: Individual

SPECIAL MATERIALS NEEDED: None

TALENT ACTIVITY DESCRIBED:

Pretend you are a virus. Tell about yourself. What do you do? Where do you live, etc.?

MULTI-TALENT ACTIVITIES

TALENT AREA: Forecasting

SUBJECT AREA: Math

LESSON TITLE: Oops, I Counted Wrong!

BASIC IDEA(S) BEING TAUGHT IN THIS LESSON:

TYPE OF GROUPING NEEDED: Individual

SPECIAL MATERIALS NEEDED: None

TALENT ACTIVITY DESCRIBED:

Tell what would happen if you calculated the money wrong for buying a class treat or a personal treat.

MULTI-TALENT ACTIVITIES AND STUDENT PRODUCT

TALENT AREA: Decision Making

SUBJECT AREA: English

LESSON TITLE: Poetry

BASIC IDEA(S) BEING TAUGHT IN THIS LESSON: Decide on a theme and stay with it.

TYPE OF GROUPING NEEDED: Individual

SPECIAL MATERIALS NEEDED: Poetry anthologies and list of possible themes

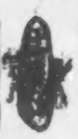
TALENT ACTIVITY DESCRIBED:

Decide on a theme of interest and select poems which follow this theme. Place the poems in a booklet with an illustrated cover that enhances the theme. The student may also illustrate the individual poems.

RAIN

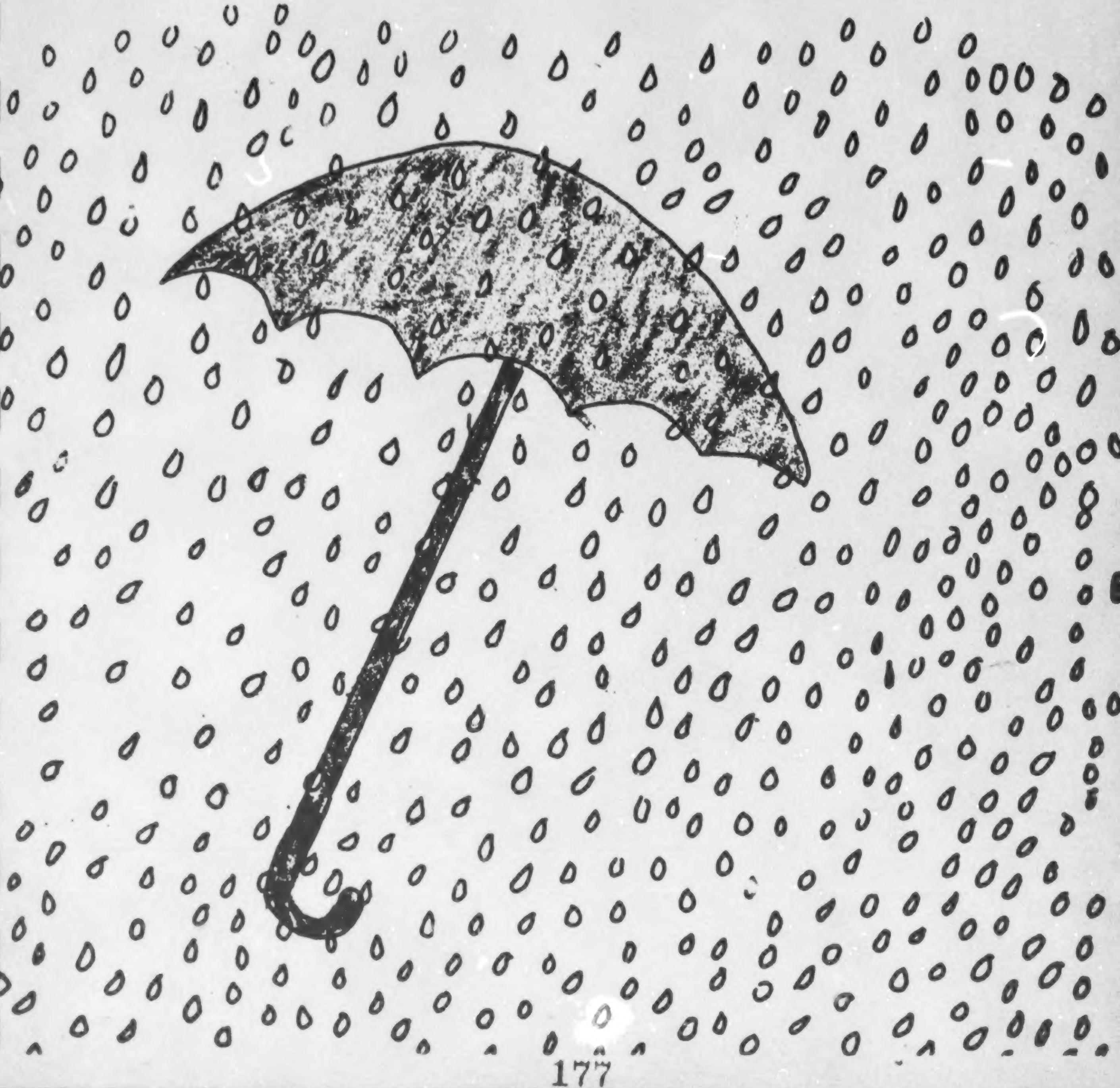
Cover 5
Title Page 5
Introduction 5
Poems 85
Ex. Cr. 3
103

Good job! All your poems fit the theme as well as the pictures. It's been fun having you in class (and never a dull moment)! You're a hard working student.

EIEANR SMITH

The reason I wanted to do rain is, I thought nobody else would do it, and it would be fun to do. I also like when it rains, so I picked rain.

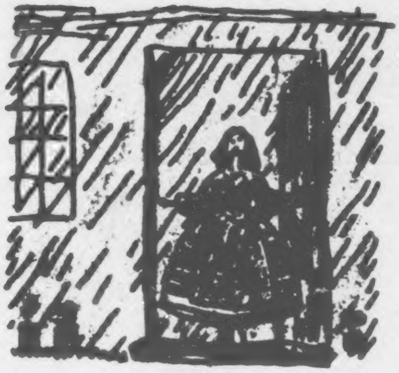
RAIN



Rain Riders

Last night I heard a rat-tat-too:
'Twas not a drum-beat, that
was plain;
I listened long, and then I knew
It was the Riders of the Rain.

But with the rising of the dawn
There was no sound of any hoofs;
The Riders of the Rain had gone
To tramp on other children's roofs.



Showers, Clearing Later in the Day

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April Rain Song

Let the rain kiss you
Let the rain beat upon your
head with silver liquid drops
Let the rain sing you a
lullaby.

The rain makes still pools on the
sidewalk.
The rain makes running pools
in the gutter.
The rain plays a little sleep song
on our roof at night—

And I love the rain.

Who Likes the Rain?

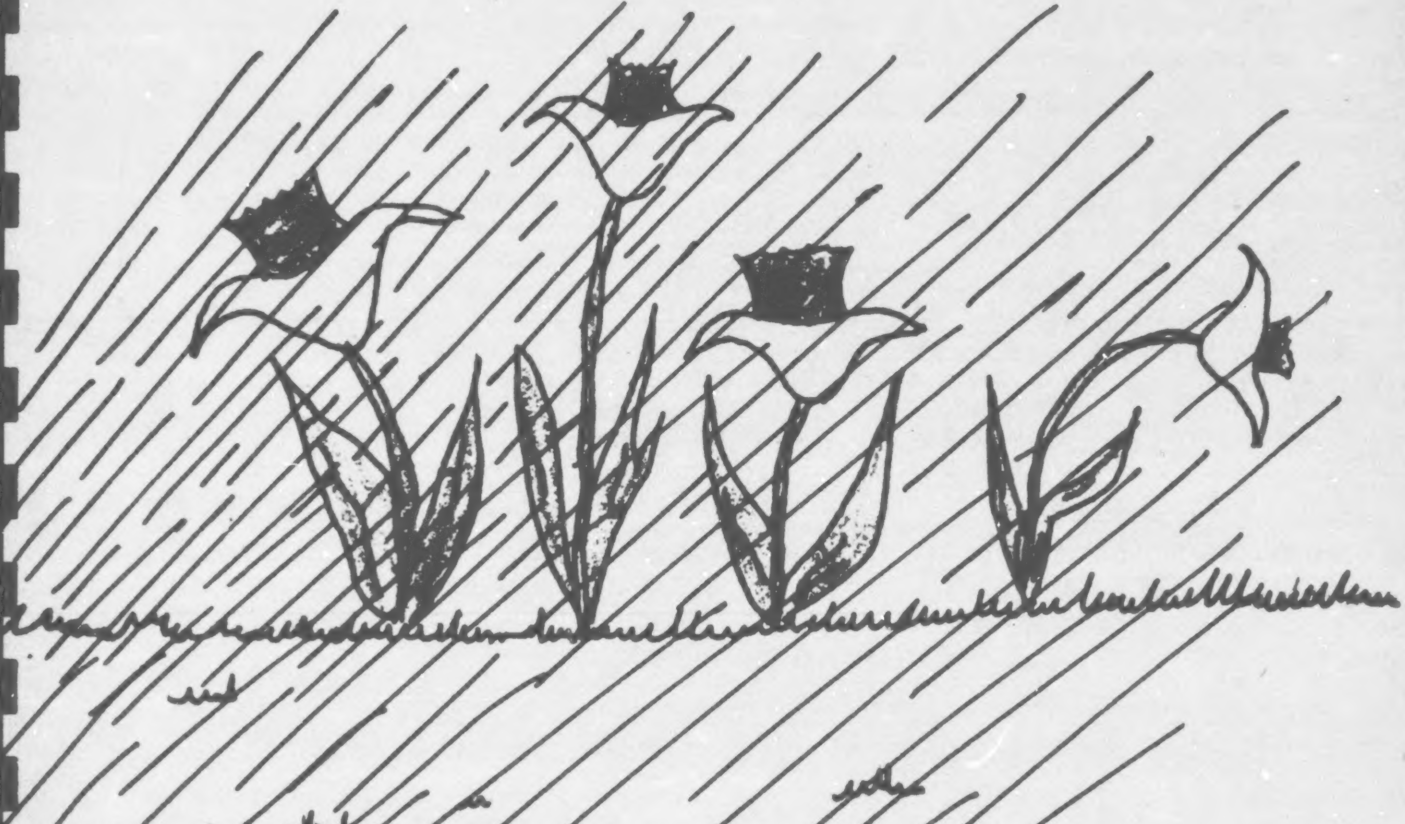
"I," said the duck. "I call it fun.
For I have my little red rubbers on:
They make a cunning three-
toed track
In the soft, cool mud. Quack! Quack!

Spring Rain

Leaves make a slow
Whispering sound
As down the drops go
Drip to the ground
Peace, peace, says the tree.

The Rains of Spring

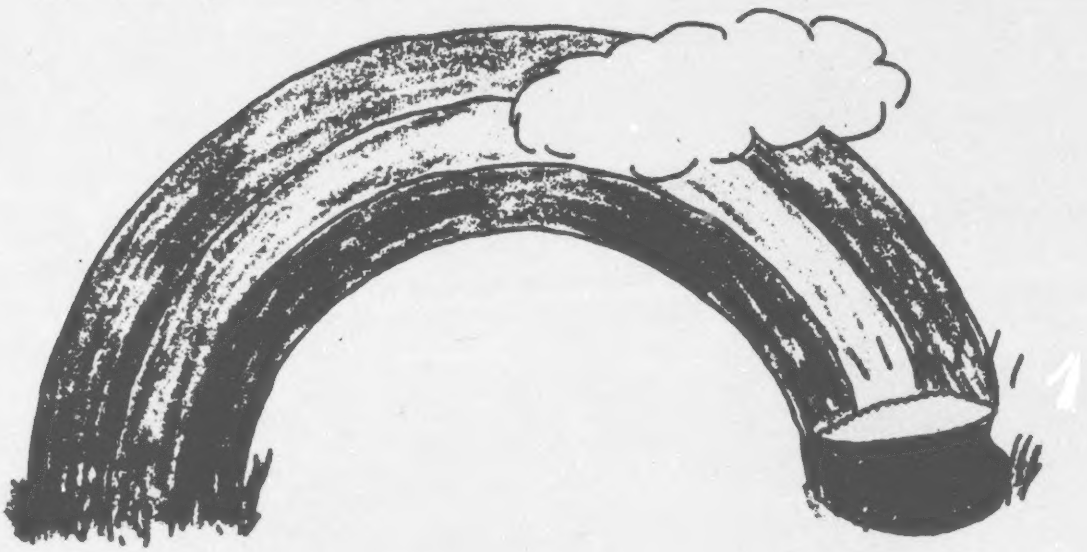
The rains of spring
Which to the branches
Of green willow
Look like pearls upon
a string.



The Rainbow

I saw the lovely arch
Of Rainbow span the sky.
The gold sun burning
As the rain swept by.

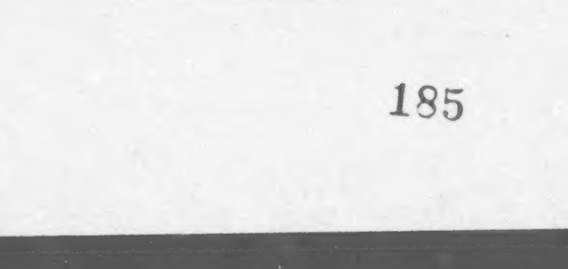
In bright-ringed solitude
The showery foliage shone
One lovely moment.
And the Bow was gone.



Spring Rain

The storm came up so very quick
It couldn't have been quicker.
I should have brought my hat along.
I should have brought my slicker.

My hair is wet, my feet are wet.
I couldn't be much wetter.
I fell into a river once
But this is even better



Galoshes

Susie's galoshes
Makes splishes and sploshes
And slooshes and sloshes,
As Susie steps slowly
Along in the slush

They stamp and they tramp
On the ice and concrete,
They get stuck in the muck
   and the mud;
But Susie likes much best to
   hear

The slippery slush
As it slooshes and sloshes,
And splishes and sploshes,
All round her galoshes

City Rain

Rain in the city!
I love to see it fall
Slantwise where the buildings
crowd
Red brick in all.
Streets of shiny wetness
Where the taxis go,
With people and umbrellas all
Bobbing to and fro.

Rain in the city!
I love to hear it drip
When I am cosy in my room
Snug as any ship,
With toys spread on the table,
With a picture book or two,
And the rain like a rumbling
tune that sings
Through everything I do.

The Rain

I hear leaves drinking rain:
I hear rich leaves on top
Giving the poor beneath
Drop after drop:
'Tis a sweet noise to hear
These green leaves drinking near.

And when the sun comes out.
After this rain shall stop,
A wondrous light will fill
Each dark, round drop;
I hope the sun shines bright;
'T will be a lovely sight.

MULTI-TALENT ACTIVITIES AND STUDENT PRODUCT

TALENT AREA: Decision Making

SUBJECT AREA: Eighth Grade Science

LESSON TITLE: Homeostasis

BASIC IDEA(S) BEING TAUGHT IN THIS LESSON: To develop an understanding in students of how drugs disrupt the nervous system and the total homeostasis of the body.

TYPE OF GROUPING NEEDED: Individually from center.

SPECIAL MATERIALS NEEDED: Book, pamphlets, magazines, etc.

TALENT ACTIVITY DESCRIBED:

Look at the list of drugs below. You are to decide which is the worst one. Give your reason and then find evidence to support your reason. Use whatever book, magazine or newspaper you want to support your reason.

Now select the one you think is less of a problem and the safest. Give Your reason and support your reason with evidence.

- Alcohol
- Herion
- Bennies
- Cocaine
- Marajuana
- Caffeine
- Speed
- Darvon

DECISION MAKING

By Clarice Davie

I think alcohol is the most dangerous thing because it has killed over 28,000 people in highway accidents. There are many people arrested yearly for drunken driving and one half of the nation's homicides result from drinking. Today in the USA there are millions of drunks and many chronic abusers.

I think caffeine is the least harmful because it hasn't killed as many people as alcohol. Caffeine doesn't cause accidents in the streets or on the highways.

MULTI-TALENT ACTIVITIES AND STUDENT PRODUCT

TALENT AREA: Decision Making

SUBJECT AREA: 7th Grade Life Science

LESSON TITLE: Homeostasis

BASIC IDEA(S) BEING TAUGHT IN THIS LESSON: Definition of the words "stimulus and response."

TYPE OF GROUPING NEEDED: Individual

SPECIAL MATERIALS NEEDED: A set of pictures in a folder showing various items of stimulus and/or response.

TALENT ACTIVITY DESCRIBED:

Take a look at the pictures provided in this talent activity. Decide if the picture shows a "stimulus" or a "response." Then, write the correct answer on your paper. Now, decide on the reverse reaction that would go with each one of the pictures.

Example: Picture I is labeled "stimulus." You would then describe the response that would occur on Picture I's "stimulus."

DECISION MAKING

By Donna Kittinger

First Part

1. Response
2. Stimulus
3. Response
4. Response
5. Response
6. Stimulus
7. Response
8. Stimulus

Second Part

1. Stimulus--A funny joke.
2. Response--To cough.
3. Stimulus--To see something unusual.
4. Stimulus--To tell them to lift off.
5. Stimulus--Run into another car.
6. Response--Get rid of the pain.
7. Stimulus--Loud music.
8. Response--Say it is good.

MULTI-TALENT ACTIVITIES AND STUDENT PRODUCT

TALENT AREA: Decision Making

SUBJECT AREA: Reading Improvement

LESSON TITLE: Reading Shade-In

BASIC IDEA(S) BEING TAUGHT IN THIS LESSON: After the student has completed the skills assignment, he is assigned a shade-in to practice using the skill he has been weak in.

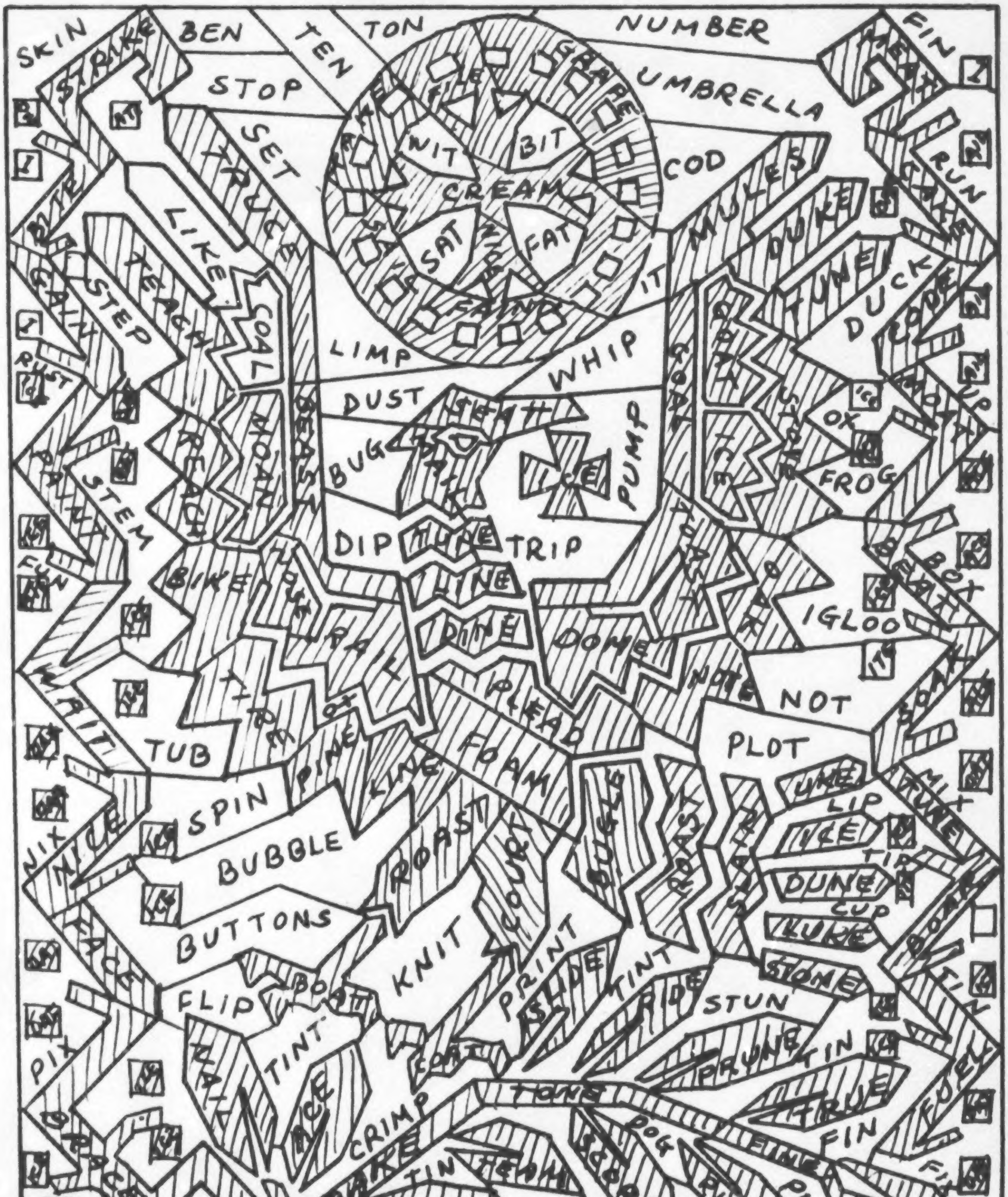
TYPE OF GROUPING NEEDED: Individual

SPECIAL MATERIALS NEEDED: Shade-in and pencil or marker

TALENT ACTIVITY DESCRIBED:

In this activity, the student pronounces the words on the parts of the diagram and makes a decision concerning the directions. If the word fits the requirements then he shades in the area. If the decisions are the correct ones, a picture or diagram will result.

SHADE IN THE WORDS WITH ONE VOWEL LONG AND THE OTHER VOWEL SILENT


SKIN
STRIKE
BEN
TEN
TON
NUMBER
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STOP
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SET
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GRAPE
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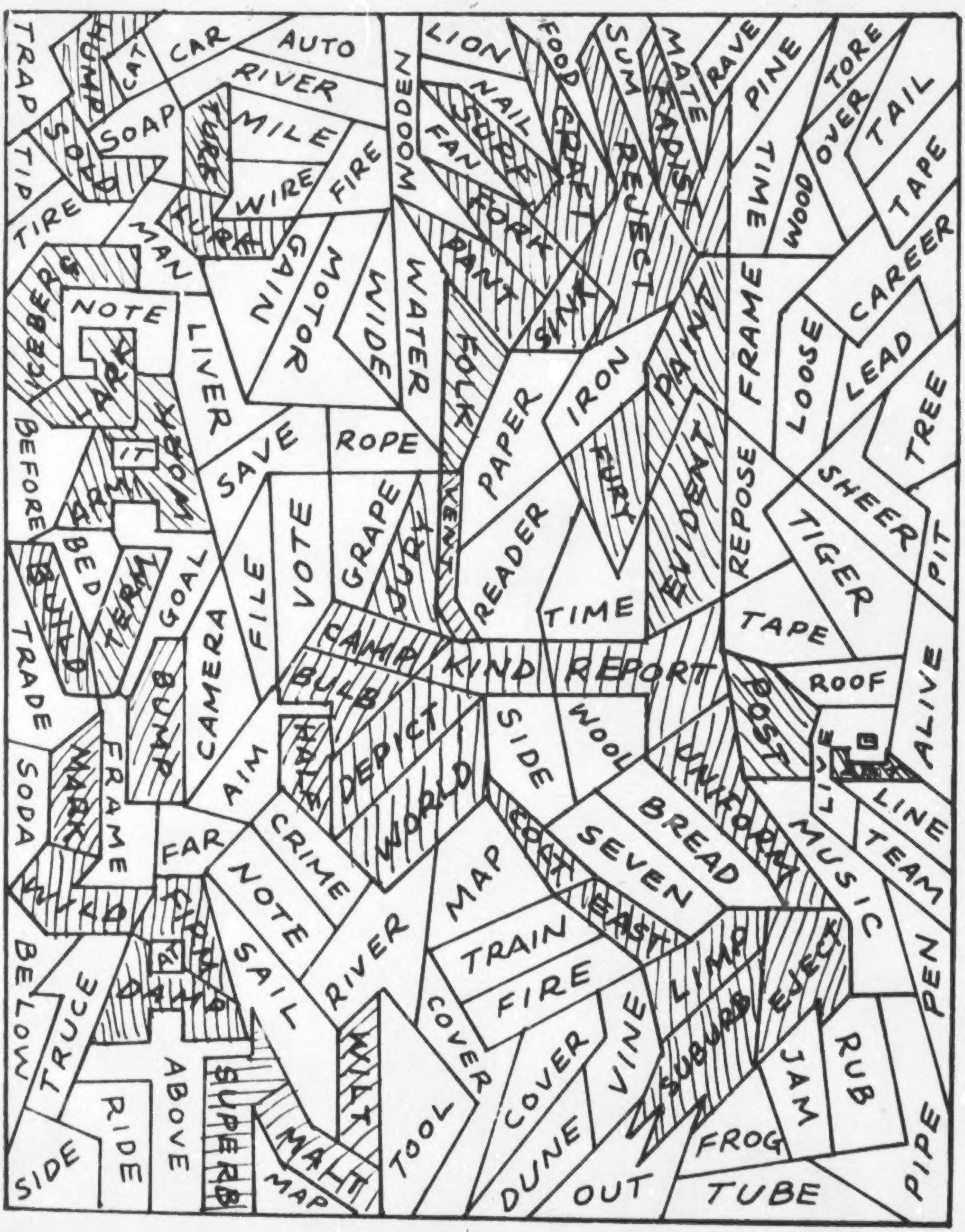
FAT
FAINT
COD
MULES
RUN
LIKE
TEACH
COAL
STEP
GAIN
RUST
LIMP
WHIP
IT
DUKE
TUNE
DUCK
CODE
DUST
BUG
ICE
PUMP
GOAT
OX
FROG
MOAN
REACH
STEM
DIP
TUBE
TRIP
LINE
DINE
DOME
BIKE
IGLOO
BOX
BEAT
NOTE
NOT
WAIT
TUB
TIRE
PINE
PLEAD
FOAM
PLOT
SOAK
SPIN
ROAST
LIP
ICE
MIX
TUNE
NICE
NIX
BUBBLE
DUNE
TIP
CUP
LUKE
BUTTONS
RACE
FLIP
BOAT
KNIT
PRINT
SLIDE
TINT
RIDE
STUN
STONE
PIX
TINT
TIN
PRUNE
TRUE
FUEL
FIN
CRIMP
COAT
TONE
DOG
FINE
BAKE
TIN
TEAM
SCORE
PIPE
PINTO
PICK
FIX
BUCKING
WIN
SCREAM
LINT
MINT

SHADE IN WORDS THAT HAVE A CONSONANT BLEND AT THE END.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WIRE
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TAPE
MAN
GAIN
MOTOR
WIDE
WATER
PANT
SINK
FRAME
LOOSE
CAREER
NOTE
LIVER
FOLK
PAPER
IRON
PAINT
LEAD
IT
SAVE
ROPE
FURY
EVIDENT
REPOSE
TREE
BEFORE
ARM
VOTE
GRAPE
JURY
READER
SHEER
TIGER
PIT
BED
TERM
GOAL
CAMERA
FILE
TIME
TAPE
TRADE
BUMP
CAMP
KIND
REPORT
POST
ROOF
ALIVE
BULB
SIDE
WOOL
SODA
MARK
FRAME
AIM
HALF
DEPICT
WORLD
UNIFORM
LINE
FAR
CRIME
MAP
BREAD
MUSIC
TEAM
NOTE
SEVEN
TRAIN
EAST
BELOW
TRUCE
DAMP
SAIL
RIVER
FIRE
LIMP
EJECT
PEN
COVER
VINE
SUBURB
RUB
ABOVE
SUPERB
JAM
SIDE
RIDE
MALT
TOOL
COVER
DUNE
FROG
MAP
OUT
TUBE
PIPE

MULTI-TALENT ACTIVITIES AND STUDENT PRODUCT

TALENT AREA: Decision Making

SUBJECT AREA: Social Studies

LESSON TITLE: Early English Settlements

BASIC IDEA(S) BEING TAUGHT IN THIS LESSON: Comparing a successful colony to an unsuccessful colony.

TYPE OF GROUPING NEEDED: Individual

SPECIAL MATERIALS NEEDED: Pen and paper

TALENT ACTIVITY DESCRIBED:

1. List all the things that should have been done at Roanoke that were not done.
2. Did the Jamestown colony avoid all the mistakes at Roanoke?
3. List the most important factors in the success of the Jamestown colony.
4. List what you have decided as most essential in establishing a successful colony.
5. Give three reasons why you made the decision you did.

DECISION MAKING

By Robin Jonsen

1. (1) The settlers should have made friends with the Indians.

   (2) They should have made a better and more detailed plan for their colony.

   (3) They should have had a stronger government.

2. Yes, the Jamestown colony avoided these things.

3. (1) They made friends with the Indians.

   (2) They were the first colony and had high hopes.

4. I think the most essential thing for starting a colony is good planning.

5. I chose planning because:

   (1) They would know what might happen and they would be ready for it.

   (2) They would save time getting settled because they would know exactly what to do when they got there.

   (3) They would know how long their supplies would last and would start getting food before that.

MULTI-TALENT ACTIVITIES AND STUDENT PRODUCT

TALENT AREA: Decision Making

SUBJECT AREA: Home Economics

LESSON TITLE: Clothing Design

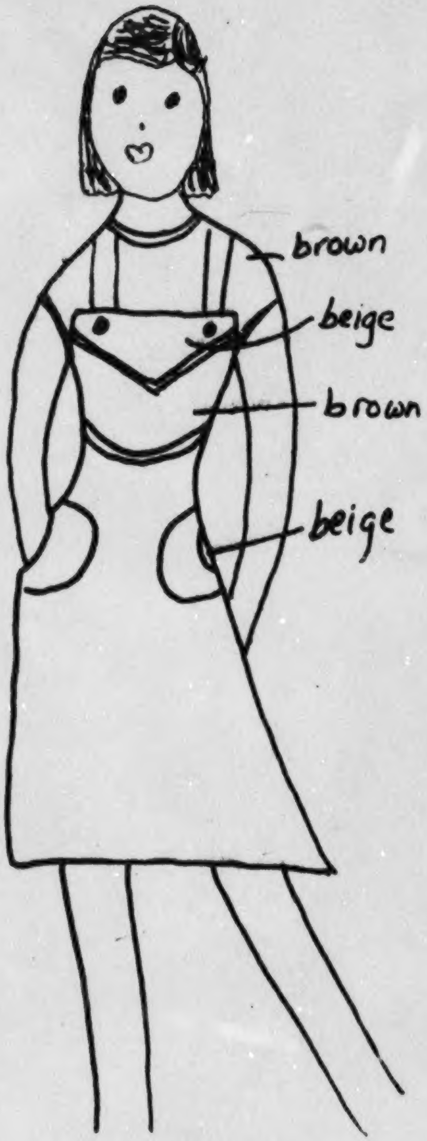
BASIC IDEA(S) BEING TAUGHT IN THIS LESSON: Pattern design.

TYPE OF GROUPING NEEDED: Individual

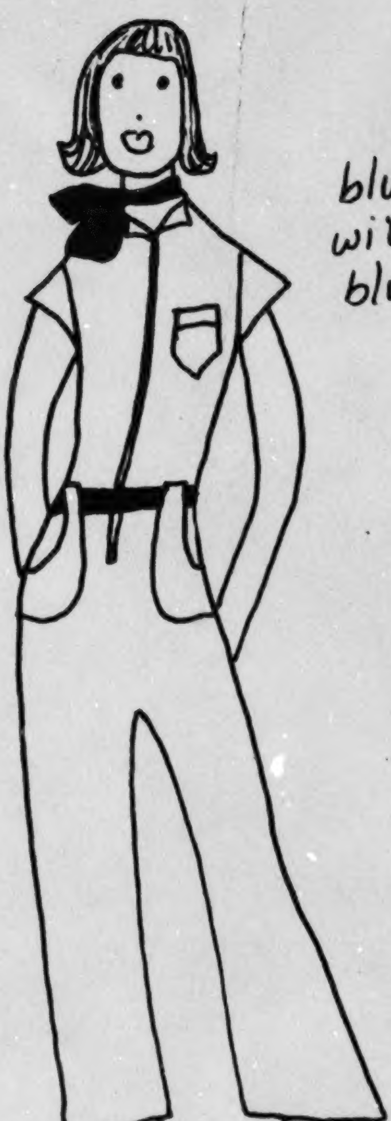
SPECIAL MATERIALS NEEDED: Silhouette

TALENT ACTIVITY DESCRIBED:

After a group discussion on the basic lines of design employed in pattern designs, the students will evaluate personal figure types and design two garments for himself.


brown
beige
brown
beige

T- Design



blue denim
with sky-
blue scarf

Arrow Design

MULTI-TALENT ACTIVITIES AND STUDENT PRODUCT

TALENT AREA: Decision Making

SUBJECT AREA: Mathematics

LESSON TITLE: Domino Puzzle

BASIC IDEA(S) BEING TAUGHT IN THIS LESSON: Number theory

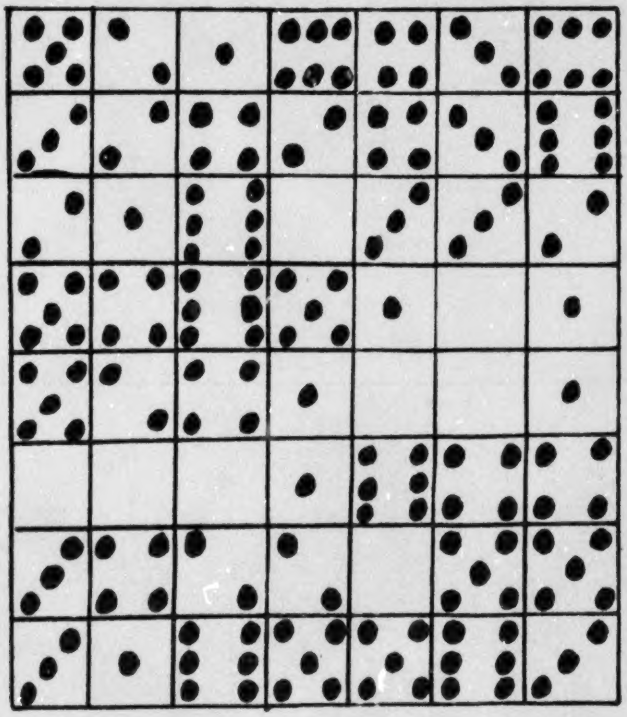
TYPE OF GROUPING NEEDED: Individual or small group

SPECIAL MATERIALS NEEDED: A set of double-6 dominoes.

TALENT ACTIVITY DESCRIBED:

Lay the pieces into a seven block by eight block rectangle of half-tiles with the numbers or dots on the pieces matching the numbers in the chart. It is tricky!

5	2	1	6	4	3	6
3	2	4	2	4	3	6
2	1	6	0	3	3	2
5	4	6	5	1	0	1
5	2	4	1	0	0	1
0	0	0	1	6	4	4
3	4	2	2	0	5	5
3	1	6	5	5	6	3



MULTI-TALENT ACTIVITIES

TALENT AREA: Decision Making

SUBJECT AREA: English

LESSON TITLE: Hansel and Gretel

BASIC IDEA(S) BEING TAUGHT IN THIS LESSON:

TYPE OF GROUPING NEEDED: Individual

SPECIAL MATERIALS NEEDED: None

TALENT ACTIVITY DESCRIBED:

You are to rewrite the story of Hansel and Gretel. You are to change the facts concerning the witch and her behavior and the facts relating to the gingerbread house. The children and their parents are to remain the same as in the original story. First, make a list of facts that you might change in the story. Second, make up some new decisions the children might make. Third, think of other possible endings for the story. Fourth, list some of the new problems you might introduce. Fifth, rewrite the story according to the changes considered.

MULTI-TALENT ACTIVITIES

TALENT AREA: Decision Making

SUBJECT AREA: Science

LESSON TITLE: Scientific Discovery

BASIC IDEA(S) BEING TAUGHT IN THIS LESSON:

TYPE OF GROUPING NEEDED: Individual

SPECIAL MATERIALS NEEDED: None

TALENT ACTIVITY DESCRIBED:

Decide what was the most important scientific discovery. Support your choice.

MULTI-TALENT ACTIVITIES

TALENT AREA: Decision Making

SUBJECT AREA: Reading Improvement

LESSON TITLE: Enhancing Your Self-Concept

BASIC IDEA(S) BEING TAUGHT IN THIS LESSON: To improve the students' understanding of the talent areas.

TYPE OF GROUPING NEEDED: Individual or groups

SPECIAL MATERIALS NEEDED: Talent Tally Board and 60 statement cards. (Talent Tally Board made with a pag board and six hooks, each labeled with one of the talent areas.)

TALENT ACTIVITY DESCRIBED:

Mix cards and place in one pile. Divide class into two teams. First member of Team A draws a card and places on the correct hook. The group as a whole decides if it is at the right place. If it is, turn goes to first member of Team B and same procedure is followed. If the player is wrong then a member of the other team gets a chance to place it on the right hook. If both miss, the card goes back in pile. The team with the greatest number right wins.

MULTI-TALENT ACTIVITIES

TALENT AREA: Decision Making

SUBJECT AREA: Social Studies

LESSON TITLE: Which Item?

BASIC IDEA(S) BEING TAUGHT IN THIS LESSON: To make students aware of the necessity of the pioneer independence and ingenuity.

TYPE OF GROUPING NEEDED: Individual

SPECIAL MATERIALS NEEDED: None

TALENT ACTIVITY DESCRIBED:

Pretend you are among the first pioneers to come to Kentucky. You have been told that you would be out of touch with others for twenty years. You can only take three items along. What would you take? Give two reasons for each decision.

MULTI-TALENT ACTIVITIES

TALENT AREA: Decision Making

SUBJECT AREA: Social Studies

LESSON TITLE: U.S. Geography

BASIC IDEA(S) BEING TAUGHT IN THIS LESSON: (1) Location of possible pollution areas within the city of Hopkinsville.

(2) Deciding possible solutions.

TYPE OF GROUPING NEEDED: Individual

SPECIAL MATERIALS NEEDED: Pen and paper.

TALENT ACTIVITY DESCRIBED:

Locate six areas of pollution near your home. Do a short research investigation on at least three of the areas of pollution. Draw a map showing the location of these areas. Also, hand in a written report on the causes, the effect, and your possible solution to the pollution in each area.

MULTI-TALENT ACTIVITIES

TALENT AREA: Decision Making

SUBJECT AREA: Social Studies

LESSON TITLE: Westward Expansion

BASIC IDEA(S) BEING TAUGHT IN THIS LESSON: Problems and hardships involved in moving west.

TYPE OF GROUPING NEEDED: Individual

SPECIAL MATERIALS NEEDED: None

TALENT ACTIVITY DESCRIBED:

Students were to pretend that they were moving west with their families. They were asked to make a list of items their families would need. They were also to make a list of personal items and then narrow this list down to three and tell why they decided to keep these.

MULTI-TALENT ACTIVITIES

TALENT AREA: Decision Making

SUBJECT AREA: Library

LESSON TITLE: Arranging Books

BASIC IDEA(S) BEING TAUGHT IN THIS LESSON:

TYPE OF GROUPING NEEDED: Individual

SPECIAL MATERIALS NEEDED: None

TALENT ACTIVITY DESCRIBED:

The school has 1,000 new books and a mini-library is to be set up for the study hall. How many ways can the books be arranged on the shelves? Group the ways according to the aspect of the book each describes. Which of the groups is the most helpful way? Support your conclusion.

MULTI-TALENT ACTIVITIES

TALENT AREA: Decision Making

SUBJECT AREA: Math

LESSON TITLE: Magic Triangle

BASIC IDEA(S) BEING TAUGHT IN THIS LESSON: Addition

TYPE OF GROUPING NEEDED: Individual or small (2 to 3 people) groups

SPECIAL MATERIALS NEEDED: Sheet of paper with triangles

TALENT ACTIVITY DESCRIBED:

You are to put the numbers 1 to 9 in the empty blocks so that all sides add up to the same amount.

MULTI-TALENT ACTIVITIES

TALENT AREA: Decision Making

SUBJECT AREA: Math

LESSON TITLE: Problem Solving

BASIC IDEA(S) BEING TAUGHT IN THIS LESSON: Going shopping

TYPE OF GROUPING NEEDED: Individual

SPECIAL MATERIALS NEEDED: None

TALENT ACTIVITY DESCRIBED:

Decide what you would like to buy for a particular holiday present (Christmas, birthday, anniversary, etc.) and how you might legally get the money.

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